

HAVE MYNDE 2021





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A challenge is an opportunity to flourish

I remember sitting down to write my intro and welcome this time last year and thinking to myself that we had just experienced something that future generations would read about in history books.

More importantly though, I hoped that when I'd be writing this year's *Have Mynde* introduction, things would have returned to normal (a little naive of me perhaps).

And yet while it may not have been the year I was expecting, it has been a year full of surprises (mainly good ones I might add), moments of joy and times of great pride as I witnessed how our pupils overcame, yet again, a challenging year, with determination, pride, kindness, a large dash of humour and lots of initiative!

We want our pupils to expect the best from life and to cultivate their optimism even when faced with challenging times. Happiness, just like everything else in life, takes time, practice and

work but the rewards are endless and we must encourage each and every pupil to look for the good in their life and appreciate it all! Indeed when I look around the school and speak with the pupils I feel proud that our pupils are doing just that.

We also want our girls to have goals, to know what is it that they want from life, ask for it and trust that in the end, they will receive it through hard work, determination, persistence and the confidence to do so. We encourage them to set all kinds of goals - personal goals, career goals, adventure goals and contribution goals, so that by doing so they will have a sense of direction, security and trust in their life.

So with that in mind, I hope you enjoy reading this wonderful collection of memories from the past year, and as you do, take time to reflect on all that has been achieved. Yes things have been different, but it hasn't stopped our amazing pupils and staff from doing great things! If the past year has taught us anything, it is that family matters more that we may have realised, and at Queen's we are one big extended family! So while "*I'm forever blowing bubbles*", is the song that seems to resonate as I reflect on the past year and we returned to in-class learning in our bubbles, it's "*Every little thing gonna be alright!*" by Bob Marley that I'll sing along to this summer and I hope you'll do the same.

Sue Wallace-Woodroffe
Headmistress - Senior School



"I witnessed how our pupils overcame, yet again, a challenging year, with determination, pride, kindness, a large dash of humour and lots of initiative!"

Adapting and adjusting

Browse through our archive of *Have Mynde*, and you will be comforted by the realisation that our School's history has been peppered by events that have been out of our control - the War, World Wars, calamitous weather and coincidentally, the Spanish Flu - this year has been no exception.

Throughout all these chronicles, the resourcefulness and resilience of the pupils, staff and community shines through. Queen's is not averse to challenge; in fact previous testimonies and current evidence seem to indicate that we thrive on it, simply because we just 'get on with it!' When a new academic term commenced in September 2021, we remained in the shadow of COVID, with girls remaining in teaching bubbles and playing in demarcated areas on the playground. Staff operated at a distance, and worked hard to ensure all the children remained healthy and happy. Disappointments were many with the cancellation of trips, matches, tournaments and birthday treats, but we were all back in school together again, and this mattered more than anything else.

Fast forward to January when another national lock-down was announced in the eleventh hour, necessitating a reversion to remote learning. As an organisation, we have proven that we are quick to learn, adapt and adjust, so much so that when the girls returned to school on March 8th, the transition to classroom teaching was seamless, and staff were able to continue from where they left off following their Zoom lessons from the previous eight weeks.

The summer term proved to be a closer step back to normality and we embraced all there was to offer outdoors with the girls accessing *Forest Friday* opportunities on the field with campfires and roasted marshmallows aplenty. The need to provide these positive outdoor experiences with wonderful memories seemed all the more crucial following the absence of so much, for so long. If COVID has taught us anything, it is the infinite



reminder that the natural world will always be our refuge, our escape when freedoms are limited. Whether it be the garden, a playground, a footpath or a coastal walk, the opportunity to spend time outdoors is the elixir for the mind and the soul no matter the circumstances. Queen's girls knew this in the past, and it is comforting to know that our girls today are still spending time outdoors enjoying the wonderful spaces available here at the Lower School, creating their own histories to be reflected on in years to come.

Iona Carmody
Headmistress - Lower School

“Throughout all these chronicles, the resourcefulness and resilience of the pupils, staff and community shines through.”



Charlotte Buck



Dia Panesar

LIFE DURING LOCKDOWN

Looking Back to Move Forward

The core of resilience is self-growth and believe it or not, the past 18 months has given us plenty of opportunity for this. Indeed resilience is less about being strong and weathering a storm and more about being flexible, having the ability to change your mind and direction, and to adapt to something that was not predicted.

COVID has shown us how resilient and adaptable humans are as a society when forced to change. While no one can deny the disruption caused by COVID, it has forced us to let go of old ways and embrace new ones. We continue to adapt to a new reality with optimism as we all know that the brain won't have space for good things if we fill it with negative information. We must imagine a bright future, because that changes how we perceive reality.

More than ever we want our pupils to picture themselves being successful, assertive and reaching their goals. Of course we will be there to help them do this, supporting them every step of the way. We must remind our pupils that they are not the sum of their worst day and to put their wellbeing front and centre.

While life has been somewhat on pause over the last year, actually a lot has happened and one of the best things to come out of the past year has been more engagement with the local community and time for us to set priorities, realising what really matters. We practiced acts of kindness, nurtured social relationships and

developed new strategies for coping.

As a school we contemplated and achieved new concepts and ways of learning that we just didn't think possible before and in doing so, developed an incredible future for our school community. The virus created unexpected challenges, yet it also created a stronger home-school partnership and positive changes in teacher practice. While the journey has been challenging, we realize we have learned a lot about ourselves, our students and families, and our beliefs. The pandemic has forced us to rediscover and recommit to our true priorities. We know that everyone has been impacted by the pandemic in different ways including uncertainty, loneliness, home schooling, and complex caring responsibilities, the list goes on. And yet the response from staff and pupils has been extraordinary and inspiring, demonstrating remarkable commitment, creativity and resilience.

Yes our pupils really missed life in school however they still managed to cement friendships, build networks and get involved in all the fantastic opportunities to develop their skills and



Emily Anderton



Abby Ryan



Naomi Kington-Brady

“So what has life in lockdown taught us? Well, it taught us that despite challenges, we are able to rise up and to shine in times of darkness.”

experience outside their programmes just in a different way. There are three key areas that we want our girls to excel in and they are to be able to collaborate confidently, think independently and aspire globally. Of course we also value kindness, empathy, resilience and community so it was amazing to see our pupils demonstrate all of these qualities over the past year both during lockdown and then upon their return to school. From supporting each other via Zoom and taking part in remote ECAs through to writing cards to the elderly at Christmas time to connect to those who may be feeling lonely and isolated, we have witnessed great acts of compassion and selflessness. So what has life in lockdown taught us? Well, it taught us that despite challenges, we are able to rise up and to shine in times of darkness. It has taught us that from terrible situations, good

can come and innovation inspire and save. It has taught us never to forget the value of freedom, of family and of friends as the things once taken so very much for granted where taken away from us. It taught us to be mindful of our health and to reconnect with nature, our neighbours and community and to take time to savour the simple pleasures in life. It also taught us just how resilient we are as we learned to cope with the ‘new’ normal that we will be navigating for the foreseeable future. So while it would be easy to remember all of the negative things of the last 12 months, in the spirit of Queen’s let us choose to focus on all that’s positive. Family matters more than we perhaps realised, and Queen’s is one big family! So let’s savour life’s joy and appreciate the little things as one day we will look back and be able to see that they were the big things all along.

1. Sixth Form Pantomime.

2. Infant Nativity.



VIRTUAL EVENTS

Sixth Form Pantomime

Embracing the 'new normal'

The country came to an abrupt halt last year as we were instructed to stay at home and socially distance ourselves from others. It was a strange time for us all at Queen's, but one which we quickly adapted to and remained steadfast that where possible, events must continue!



We have always prided ourselves on having a vibrant and busy calendar of events and it has been a testament to the hard work and dedication of our amazing Queen's Community that a number of them have been able to continue, albeit a little differently. The programme began in September when although we were thankfully allowed to return to school, Covid restrictions meant we were unable to hold our annual Prize Giving event at Chester Cathedral. Never ones to be put off by a challenge and determined

to ensure all girls were recognised for their hard work and achievements, our 2020 Virtual Prize Giving event was launched for everyone to enjoy. A welcome message from the Chair of Governors was followed by a review of the year from the Headmistress, before an inspiring speech Jill Hawkins '00 (above left) about

her career since leaving Queen's. Jill is a futures consultant - she forecasts trends - and fascinated us with her video presentation (still available on YouTube <https://www.youtube.com/watch?v=0hodgctJU34>) Our Lower School Infants and teachers worked incredibly hard to create a wonderful film with the

Harvest song, poetry and artwork to replace our usual Harvest Service in church in October.

Parents were able to watch the video and see how much the girls had immersed themselves in the outdoors, creating pictures out of 'natural treasures', learning Makaton signing to 'What a Wonderful World', working collaboratively to write their own acrostic poems about Harvest and some superb artwork. The Sixth Form pantomime is an annual event looked forward to by everyone at the Senior School and our Sixth Form girls went above and beyond to make sure it went ahead. They filmed the panto in advance so that all form groups could watch under socially distanced bubbles conditions, ensuring the autumn term still ended on a high as Year 13 stretched every sinew to make the event as much fun as ever. The plot followed - very loosely - the script of Hollywood movie 'Mean Girls' but as usual there were lots of spoofing of Queen's traditions and other mayhem along the way. As well as the main story, there were songs, pop videos and assorted bloopers to add variety and chuckles to keep up Christmas spirits.

The Lower School also ensured parents got their cuteness fix in the comfort of their own homes as they filmed the Infant Nativity in a festive outdoor stable. All the girls were amazing, embracing the extraordinary circumstances with enthusiasm, confidence and lots of excitement!

Virtual events have certainly become a regular feature of our calendar this year and have brought some lasting memories that we will be able to look back on in years to come. Although we look forward to when we can welcome everyone back into school at once, they have certainly helped us maintain some of our traditions and given everyone something to enjoy.



Lower School Harvest Celebration.



1. Interview skills event.
2. Virtual Academic Lecture.
3. Year 8 use Unifrog in careers lesson.



Year 11 ready for business.

Future-proofing

Preparing our girls for the future is something we focus on strongly at Queen's to make sure every girl feels ready and supported to take her next big step.

Our careers programme begins in Year 7 but is intensified in Year 10 and 11 to cater for the variety of options open to our girls.

Year 11 were excited to take part in an Interview Skills event run by our Head of Careers Mrs Dawson earlier in the year. Girls were invited to come to school in smart business wear for the occasion and had the opportunity to be interviewed by senior members of staff and our dedicated Sixth Form Team.

Years 8, 9 and 10 all attended their Careers PSHE lessons with Year 8 particularly pleased to use Unifrog, our Careers platform, to complete their personality and interests profile and find out what sort of "frog" they are! This uses the Myers-Briggs Type Indicator®, and gives pupils a starting point for exploring all the careers options they have in the future.

In November our Year 13 girls making applications for Oxbridge, Medicine and Dentistry had the chance to practise their interview skills going head to head with subject staff on a mission to test their subject knowledge. The girls faced tough 'think on your feet' questions that sought to replicate the conditions of the 'real' interviews.

This year, for the first time ever, all interviews were run over Zoom rather than in person with the girls facing admissions staff virtually in a way that has never been done before.

Aspiring medics and dentists took part in Multiple Mini Interviews at a practice session run by Mrs Dawson. This was also an online event to mirror what the girls would experience for real. Preparation for the UCAT was also given with students meeting weekly to develop their skills and strategies to perform well in this challenging and highly competitive test.

Our annual A* Academic Lecture Programme was able

to resume virtually in January with a series of lectures from some of the UK's leading university researchers covering a huge range of topics, from science to business and from psychology to linguistics.

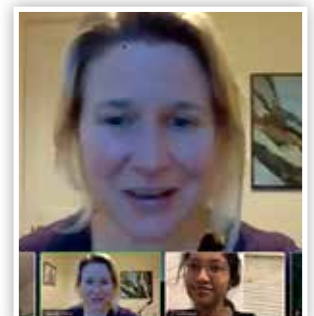
The lecture programme is aimed at giving girls their first real feel for university level study. The topics are hugely useful in helping girls make UCAS choices and also provide excellent material to support personal statements

January also saw the Academic Discussion Groups relaunch for our Year 12 girls hoping to apply for some of the most competitive university courses in the country. These forums give students applying for medicine and a range of courses at Oxford and Cambridge a chance to practise talking about their subject passions by sharing a topic they had researched and then being questioned about it by the group.

The group meets fortnightly throughout the year and is geared to practising key interview skills and encouraging wider reading and investigation that goes beyond the A-level syllabus.

At Queen's we are proud to be able to offer every girl a personal approach to learning. The advice girls receive uses the latest profiling and research methods and is also tailored to individuals based on real first-hand knowledge of their career aspirations, talents and strengths. Our strong alumni network also enables us to draw on a wealth of talent and experience with former students and staff regularly visiting the school to inspire pupils and show how Queen's made the difference.

Virtual Academic Lecture.



Aoife Gillespie



Isobelle Singleton



Lower School Art

Arabella Roberts

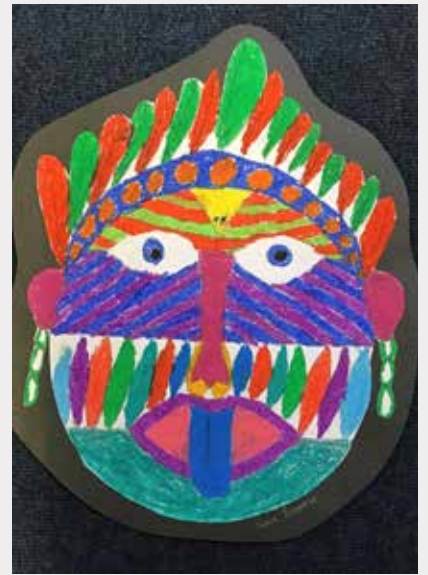


Olivia Potocki



Sienna Allan

Ava Bickerstaff



Cleo Singh



Cecilia O'Donnell



Verity Roberts

Kate Braley



GCSE Art

Georgina Lee



Ffion Richards



Leila Clarke

Erin Smales



Jessica Harding



Caitie Golding



Katie Townsend



Cara McCann



Hen Halligan



Niamh Brierley



Hen Halligan



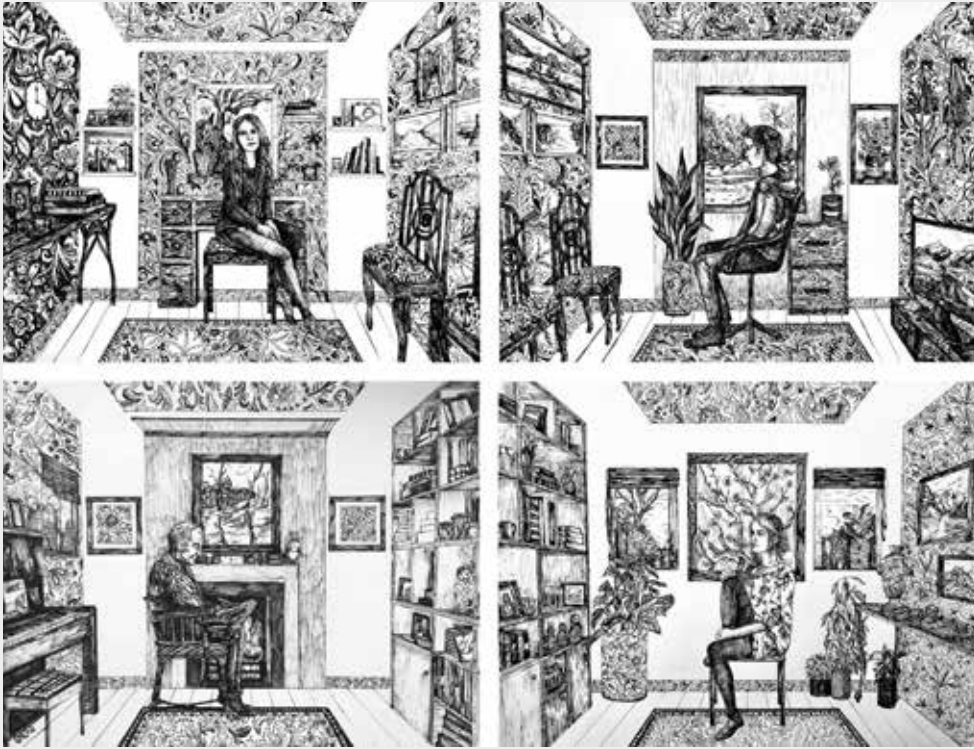
Pre-U Art

Amelia Gardnier



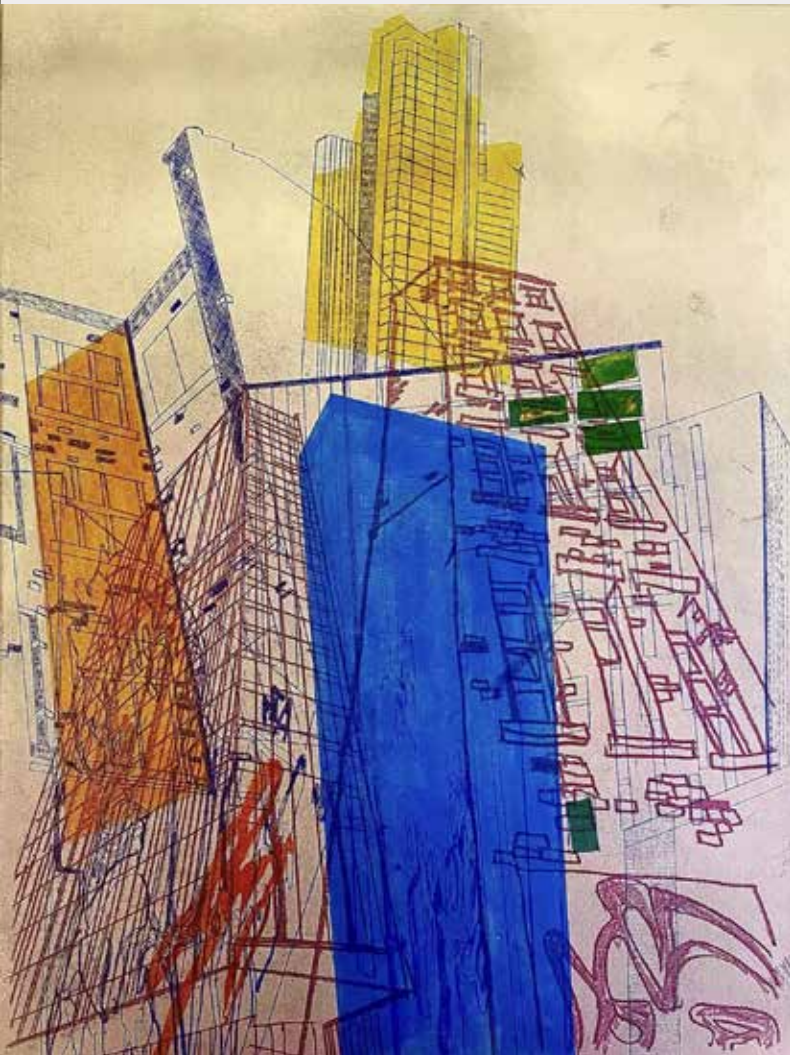
Niamh Brierley

Sacha Audas



Grace Bowan

Grace Bowan



Sacha Audas





MUSIC & DRAMA

Girls Taking centre stage

Our busy calendar of performances may have been put on hold but music drama has very much continued throughout the academic year. With no annual productions, Cabaret or Music Festivals to look forward to (to name but a few), our fabulous teachers have certainly had to get creative in and outside the classroom. Below is a snapshot of what they have been up to:

Junior drama sessions resumed in September with a focus on teamwork and creating energy. During the lockdowns, the girls worked on breathing and posture, which proved to be a very useful skill on our return to school. The girls have improved vocal control and know how to maintain a good stance for performing.

Year 8 were just a little excited to be back doing drama clubs again in September! Mrs Larder was bowled over by their infectious enthusiasm and they had great fun playing games such as 'Captain's Coming'. The girls were then split into groups to create their 'ship of dreams' and had to sell their latest cruise ship ideas in the form of a TV advert! In October the drama club looked at the story of

the Titanic and explored how to create status and develop characters from each class. Girls in Year 8 created freeze frames of different moments from the story and used a range of non-verbal skills such as facial expression, posture and body language to bring the story to life.

In December, Years 7, 8 and 9 Drama Clubs had 'such fun' rehearsing scenes from backstage at a children's nativity performance. In less than four weeks each cast produced a fantastic performance with an array of funny characters and silly moments! Our Lower School girls and staff worked really hard to produce two online performances at Harvest and Christmas. It was very different staging events purely to film, but the girls rose to the challenge brilliantly.

Fantastic results

Girls in the Senior School were able to take their long awaited LAMDA exams in October, which had been postponed during lockdown. Out of the 39 entries, we gained 12 high merits and 27 distinctions! This is a fantastic set of results and thoroughly deserved, well done to everyone! Many thanks to the Speech and Drama tutors Mrs Childe and Miss Southwell for their support and guidance. ABRSM examinations resumed in December with 26 girls in all years achieving fantastic results. Special congratulations to Lucy Newcombe in Year 11 who gained her diploma qualification in singing so now has letters after her name!





1. Year 1&2 pulse and rhythm work in music.
2. Year 8 girls with their LAMDA certificates.
3. Year 5 love the ukulele!
4. Drama in the sun at the Senior School.
5. Year 5 putting dance moves to their Christmas song.
6. Infant nativity.



■ Creative Classrooms

Teaching drama in a classroom is never ideal but when Covid struck, Mrs Band and Mrs Larder decided to reinvent the schemes of work and introduce new units which could more easily be explored in a classroom setting. They ran a Year 7 pantomime and a Year 8 Macbeth scheme of work where they explored the scripts and storylines and then set design challenges where pupils had to create set, costume or sound designs for their chosen play/scene.

For Years 9 – 13, the theatre was brought to the classroom with digital subscriptions; watching pre-recorded performances of 'Things I know to be true' and 'Emilia'. Pupils had the opportunity to evaluate 'live theatre' albeit digitally and learn how to incorporate new techniques in their own performances.

The music making continued and heralded a desire across the school to focus on new skills and opportunities.

Our new Reception pupils learnt about listening and responding, copying both the teacher and each other. It was amazing to see their confidence grow! Years 1 and 2 focussed on identifying pulse and rhythm, working towards being able to keep the beat in their feet and the rhythm in their hands – all at the same time! They also looked specifically at the music of the Beatles, learning and accompanying several songs, including 'Eight days a week' and 'Yellow submarine'. Years 4-6 have enjoyed learning the ukulele in music this year and Year 6 are now using their skills to use the ukuleles

in song writing projects! After experimenting with body percussion over zoom over lockdown, it was great to be able to perform together in the hall. The girls enjoy sharing their skills with each other and every week Lower School music classes have enjoyed a performance from someone who has lessons on an instrument, Year 5 wrote a Christmas song together which they enjoyed adding some dance moves to! Year 8 enjoyed learning the ukulele and the warmer in the summer term allowed us to take music lessons outside and some instrumental ensembles have been able to rehearse in year group bubbles.

■ It's good to be back!

It was so lovely to be able to welcome all year groups back to the drama studio and music rooms for the summer term and, in lovely weather, take lessons to the gardens! We can't wait for our students to be performing on the stage again to a live audience but we can take pride that they have still had a year of creative learning.



Lower School girls enjoy drama outside.



THE VIRTUAL BOARDROOM

Global Connections

Our Virtual Boardroom has continued to enable us to ensure that distance creates no barrier to learning and has been particularly valuable as the world moved to virtual events and meetings.

From connecting with alumni to creating partnerships with schools across the world, the girls have been exposed to a global outlook across their learning.

Our French students have had a number of opportunities to develop their speaking skills as well as learn more about French culture as a result of virtual partnerships set up by Mme Lagarde. She has connected with two schools - the specialist Collège-Lycée Jean Lagarde which was set up by her grandfather in 1950, as well as the secondary school and further education college Notre Dame de Campostal in rural Brittany.

Pupils from all year groups have been involved in the boardroom taking part in meetings and email exchanges with students from the schools on a variety of topics. Year 10 shared a very amusing video of their school they had created and a presentation about their favourite social media and TikTok videos, which put a smile on the face of the French students. It ensued a series of exchanges on both sides of the channel about musical tastes, favourite social media, video games and football

teams. Our Sixth Form girls have enjoyed being part of an email exchange, sharing their interests and musical tastes and discussing a variety of topics. It has been a great opportunity for them to use French for a purpose and to discover French culture. Our Spanish students have started a new collaboration with Colegio Vizcaya, a school in the Basque region of Spain which has consistently ranked amongst the top ten schools in the country over the last decade. The session finished with a question and answer exchange in both languages, where they asked each other about other interests.

Our House Captains and Eco Committee have connected with Southlands International School in Italy to begin working together on some shared projects. The Head of the school is a Queen's alumnae who has recently set up a House System. Our House Leadership team is now working with them, sharing ideas about how to run meetings and events to engage pupils and create a sense of community. The school is working towards achieving their Green Flag Award, something Queen's achieved this year, so has also connected with our Eco Committee to share different project ideas and potential areas they could collaborate on.

Our flagship Beach School is also an area they are keen to learn more about and we hope this new partnership will provide a variety of international projects for our girls to get involved with. Further collaborations are currently being explored with schools in Kenya and Pakistan.





1. Video conference with French school.
2. Spanish school partnership launched.
3. Year 10 MUN club.
4. ShewsMUN held virtually this year.
5. Girls feeling prepared for MUNHigh conference.
6. MUNHigh conference underway.
7. Heads of House meet Italian counterparts.



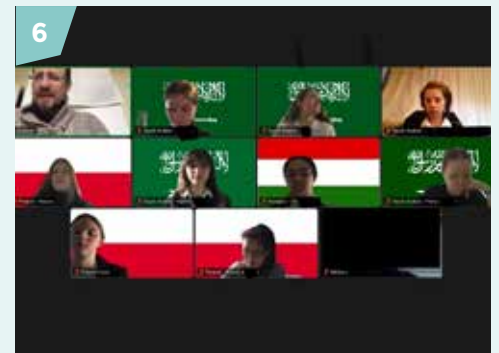
Global debates

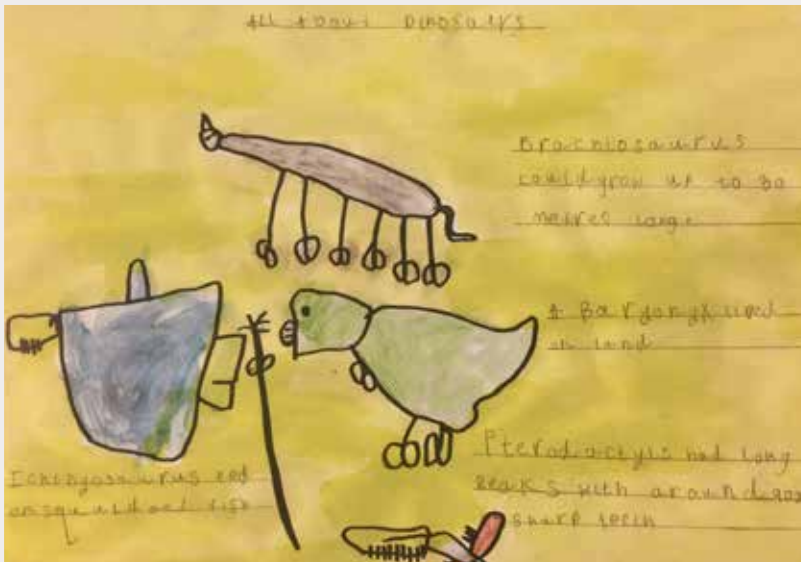
Our students have continued to benefit from taking part in the Model United Nations with three of our Year 13 girls and one Year 12 participating in the Oxford Global MUN conference in November, representing Pakistan, Armenia and Namibia. Usually the girls would travel to Oxford but this year the conference is took place online involving participants from all over the world! Committee sessions were interspersed with talks by leading Oxbridge academics.

In February, 14 girls took part in ShrewsMUN V - Shrewsbury School's annual MUN conference - also held on Zoom. While we're certainly looking forward to travelling to Shrewsbury again at some point in the future, the enthusiasm and undaunted spirits of the delegates ensured that this year's virtual conference was a success. Representing Saudi Arabia and Namibia, our team of students from Years 10-13 included both seasoned MUNers as well as first-timers. MUN club at Queen's has been running for Year 10 students, and after debating and familiarising themselves with MUN jargon and protocol in the weekly sessions, the girls relished the opportunity to get together with delegates from other schools. Queen's MUN prefect, Charlie - along with her sister, Hannah - were invited to act as guest-chairs at ShrewsMUN, a position which Charlie had secured for last year's conference but the onset of the pandemic unfortunately led to the cancellation of the event.

Charlie said: "I was thrilled to finally get the chance to chair at ShrewsMUN - after years of involvement in MUN, it was so frustrating to have Covid get in the way, so I was chomping at the bit to get back into the fray. Being appointed to a senior MUN position brings new challenges, and having contributed to preparing our young delegates for this conference I have enjoyed the opportunity to support them in developing their skills."

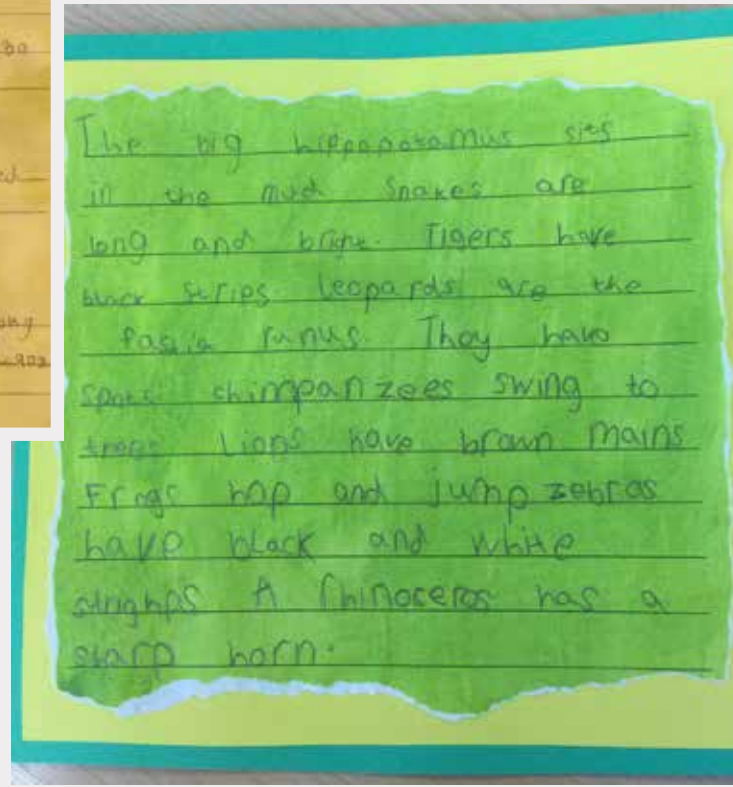
In March 10 students from Years 10 and 13 took part in MUNHigh, the annual MUN conference hosted by Manchester High School for Girls, which also took place on Zoom this year. While we missed getting immersed in the hustle and bustle of a 'real' conference, it was thrilling to see so much enthusiasm among the students for keeping the momentum going! Representing Saudi Arabia in the Political Committee, Anoushka Paymaster Thatcher in Year 10 was awarded best young delegate, and Mihika Vishwesh in Year 12 was highly commended representing Poland in the Human Rights Committee. Fantastic as always to see our girls involved in these empowering and engaging events.





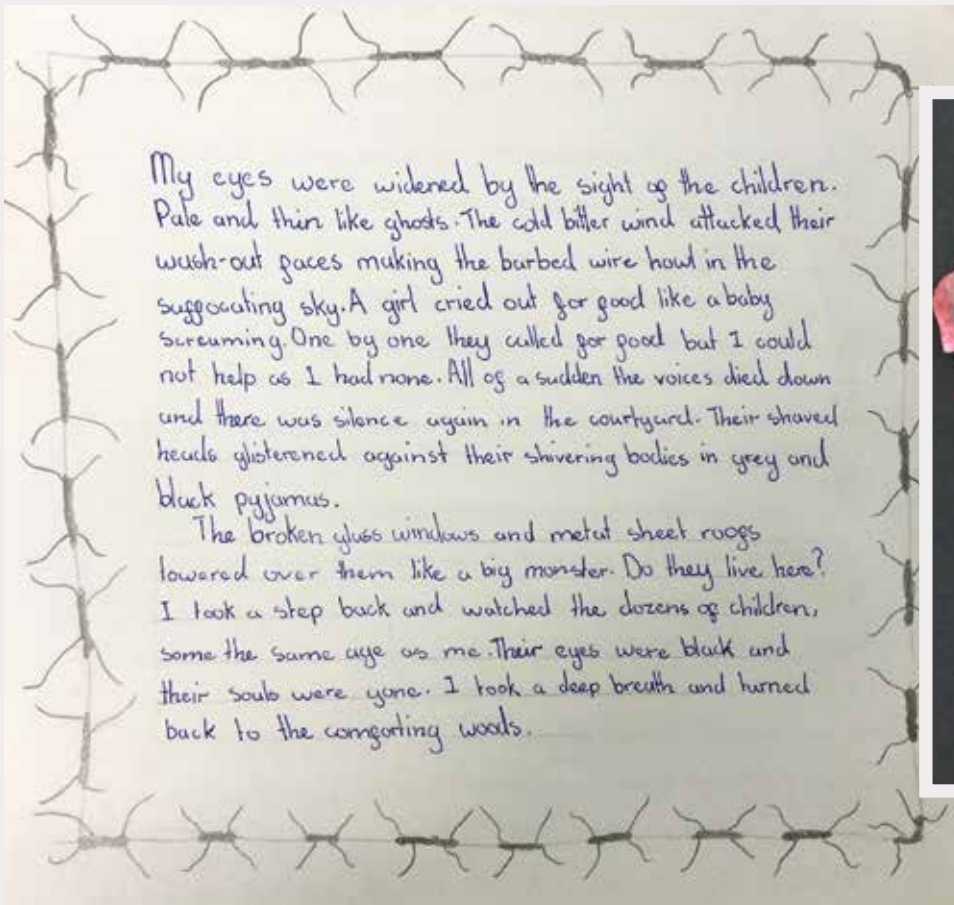
Anaya Razaqat, Reception

Ellie Billington, Reception



Creative Writing

Isabelle Han, Reception

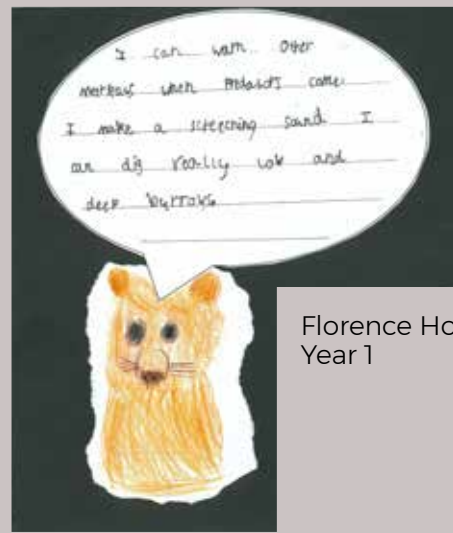


Harriet Pritchard-Bibby, Year 6

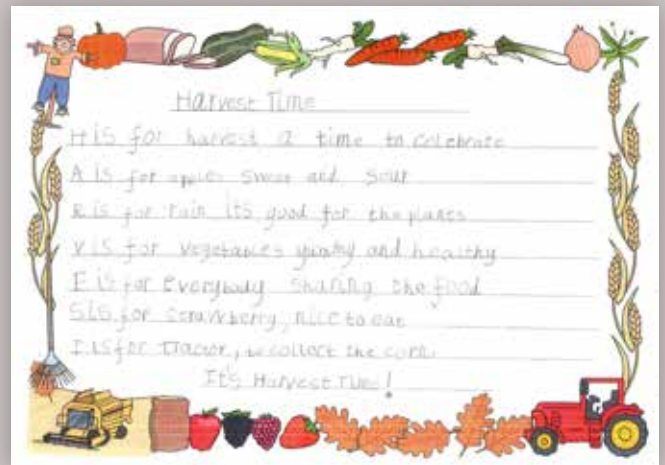




Edith Rithi, Year 4



Florence Hogan,
 Year 1



Ovea Thayaparan, Year 1

A Page from Romeo's Diary

by Renisha Chavda, Year 6

Dear Diary,

Today has been an incredible day of a thousand emotions. I feel like a common rat reborn as a lion! My sun, my stars and my world, if only the names Capulet and Montague were no more. I suppose I had better explain ...

This morning I was in a foolish strop about ... what's her name? Oh, Rosaline. At the time it felt like a shard of hot lead, burning deeper and deeper in to my sorely neglected heart. I isolated myself, attempted to drown myself in sorrow by closing the drapes and using artificial night to cauterize my pain. Benvolio came to drag me in to the light. He claimed that, after seeing some beauties at Lord Capulet's party this evening, Rosaline would seem like a crow against swans. I could not believe that would be true but I agreed to give me something to do. That was the best decision of my life!

Once we arrived I was still a mopey fool so I positioned myself in the corner of the vast ballroom and sighed. Until across the crowded room I saw HER! Juliet, my beauty, my love. I cannot even describe the depth of my feelings for you.

After our eyes met I moved towards her begging for a kiss and stole one before her Nurse stole her away. I followed, just to see her face again before being stabbed, not in my body but in my mind. I recognised her mother ... the girl of my desire is a Capulet! Oh the sorrow, no one can know, including my kin.

After that Benvolio deemed it time to leave and hustled us in to a carriage (I think Tybalt was less than impressed by our presence!). I just had to see her one more time so out I jumped. A light from a balcony window glowed and caught my attention. 'Romeo, Romeo, wherefore art thou Romeo' I heard her say - she loves me! I love her too, tomorrow we shall be married!

Juliet's Diary

by Prinzie Ellis, Year 6

Dear Diary,

Oh diary, today was just incredible! But why does love have to be so complicated?

O Romeo, I shall be with you. My parents must not know that I have fallen deeply in love with a Montague. My love for you flies as high as an eagle soaring over the clouds.

Romeo, Romeo let us be married, I cannot wait any longer. My passion will not let me hold back any more. I will break free from the restrictions of my family name and no longer shall I be a Capulet. Montague, Capulet, these mean nothing.

My nurse escorted me away but a final glimpse in to his eyes made me believe his promise... He will organise our wedding and we will be together forever.

Vicious Viking Attack!

Yesterday was a horrific day at Lindisfarne. The normally, very peaceful place of worship, was maliciously attacked by a gang of Viking men. They arrived on longboats, which seemed to appear from absolutely nowhere. The bold, beastly Vikings charged up the immense hill like an army of ants. The situation the monks were faced with must have been petrifying as the Vikings were extremely intimidating.

The Vikings, aggressively marched in, alarming the monks. They rummaged through the monk's belongings stealing all the gold coins and jewels. Not only did they steal their valuables, but they also tragically slaughtered the vulnerable monks.

Chad exclaimed, "It was the most terrifying moment of my life, seeing a Viking stab a dagger into a

defenseless monks stomach."

Another terrified witness said, "I was extremely lucky that I survived. The vigorous, muscular, rugged and well built men who stormed in holding swords and daggers. They were dressed in chainmail suits. They scared the life out of me, Tingles ran down my spine and butterflies were in my tummy." Edward age 9 was hiding behind a brick wall outside Lindisfarne.

This caused devastation.

What is going to happen NEXT?

How dare the vicious Vikings kill the peaceful monks.

WE MUST FIGHT BACK!

Cwenhild Blackburn, Year 5

Bitter Blood

"Mildritha!" Father cried from outside, almost submerged in today's wheat harvest. I scuttled feebly across our dusty floor to greet him from his long day of toil. He was unkempt, his straw hat askew as he chewed ceaselessly on a stalk of wheat. He smelt dank and reeked of wet straw and horse manure. Stumbling unsteadily into the hut, he collapsed, onto the chair that I usually wove cloth on.

"Where me ale?" he slurred, "Mildritha!" I quickly clasped at his metal ale flask and scooped it up from the great barrel - dipping down to submerge my forearm, then swirling it back and forth on the surface to salvage the froth - just the way that Mother had taught me. Before I had given it to him, he had grabbed his axe and slung it over his shoulder. He gulped his ale down in one and left me again. Hunting. Every evening, axe at hand, Father slipped slyly out of our hut to kill. We had our livestock, who were bred and cared for, and were nurtured like family. Who knew what was in the clearing? Whether there were many or few, they deserved their freedom - and our barrels won't run dry. Sitting down tentatively on my weaving chair, I wove continually until the sky had bled to an ink-black. Father had returned, again sprawled drunkenly across the floor, blood splattered on his leather boots and some frailty to his appearance. I'd never seen him like this, as feeble as a mouse, acting.... different. I decided rather than disturb him in this precarious state, I would lie down by my chair to sleep.

I woke up lying on the floor, startled by Father.

"Mildritha!"

Scrambling to my feet, I dusted down my tunic and replied,

"Father, yes," I stammered, gathering my thoughts, then immediately stopped.

His glazed eyes concealed something, a sudden shallowness to them told me everything I needed to know. Within the time it took to clear my mind, a swift movement swept through our hut, twinkling briefly in a beam of sunlight as it left. A bitter, crackling fire spat furiously in my chest. I scooped a cup of milk from the barrel, then wiped away my white moustache with my sleeve. Cautiously, I slipped away from the hut and into the long grass of the farms' fields- where I could see the clearing in the faint distance, a wavering lifeless figure.

It smelt rancid within the fields but I had to remain low. The bittersweet intention of Father's group played with my thoughts- "For you," he had urged, but I didn't want it. I didn't want the bitter flesh and blood or the sour slaughter they committed. For me? For us? We didn't need to bathe in the clearing's riches. My knees grazed, and legs wobbly, I stood slowly. The crunch of the dry leaves beneath my feet remained steady as I approached the deer- solemn and innocent.

All of a sudden, a piercing shriek sliced through the air as an axe was thrown, striking a stag who bled a crimson stream. Mother's stories flooded my mind, images of Eikthyrnir, the stag who stands upon Valhalla, murdered for greed. Without thinking, I threw myself foolishly in front of them, hands up. "Don't kill them, please. Please...I beg you! We have enough where we are," I fell to my knees, pleading, "Please - they don't deserve to die for us!" I wailed uncontrollably. I paused. Father wasn't amongst them. Before long, my hands were seized behind my back and tied tightly with twine. Invasion of territory. Execution.

By Michelle Alalade, Year 6



The Last Whale

My grief flows with the waves. It is a shard in my guts that never leaves, though over time the edges have dulled. What was once whole is shattered; where was once peace is emptiness, echoes of the love I gave.

The ocean embodies my suffering; signifying the emptiness of the world without you. Waves descend, transient yet always there, rising, falling. They scatter the light, the hue of the water ever-changing, yet always familiar, always blue. The surface like a mirror turned half liquid, breaking and flowing away yet always returning to break again. The rain falls from the abyss above, drowning me in my sorrow.

I remembered that night. The rain had begun to plummet from the dark sky and fire had risen to meet it; lightning cracked the sky in two and smoke whirled across the ocean. The waves were powerful in the violent way of tempest and their roar echoed across the sea to the dark-lands. The wind lashed in a torrent of its own, determined to strike fear into the land-dwellers. Their boats creaked so loudly it had sounded more like screeching below the gale.

We had risen from the navy depths, breaching into the moonlight, each leaping many times in series. White spray erupted around us and rejoined the torrent liquid. We were engrossed in our exuberant display. Our majestic dances preoccupied our senses. There we were, the mothers and fathers, the infants that played, the great souls of the ocean together.

The land-dwellers on their ships of ancient oak, with masts that stood as tall, kept pace. They had adorned them with great silver skins filled with wind. The land-dwellers had confidence borne of their faith. A belief that with such tenacity they could achieve anything.

The harpoon had spat out of his hand, red in the darkness. It flew out of the chamber and into the air with great elegance. As it pushed through the air with great speed, it gained more ground. Until the moment it struck its target and all prevailed.

The first victim fell, and what was intended happened.

The map of wrinkles on his face told of the most incredible journeys. His eyes told of laughter, smiles and immense affection. His soul had been one of light. His round orbs glistened in the moonlight, reaching to the skies as if to admire it one last time. Black waves folded over him. The wind rose and red storm covered the sea, then the red turned to ashes. One by one, the waves crashed but never rose again.

No it is only in gilded dreams I glide with you, our souls becoming one, playing and leaping together, for I am alone. Alone in a world where my grief flows with the waves and the blood of my departed.

Kirsten Robertson, Year 9

Gull

By Bibi Kington-Brady, Year 7

I stand
Proud as ever
Surveying my surroundings.

Atop the steeple
I can see far and wide
Beyond the roaring sea.

I jump into the air
And breathe the salty breeze
Without bracing for a fall.

And in that moment
I am like a mythical creature,
Magical, ethereal.

As I glide over beaches,
Over roaring waves,
I feel free.

Introducing a crime fiction detective...

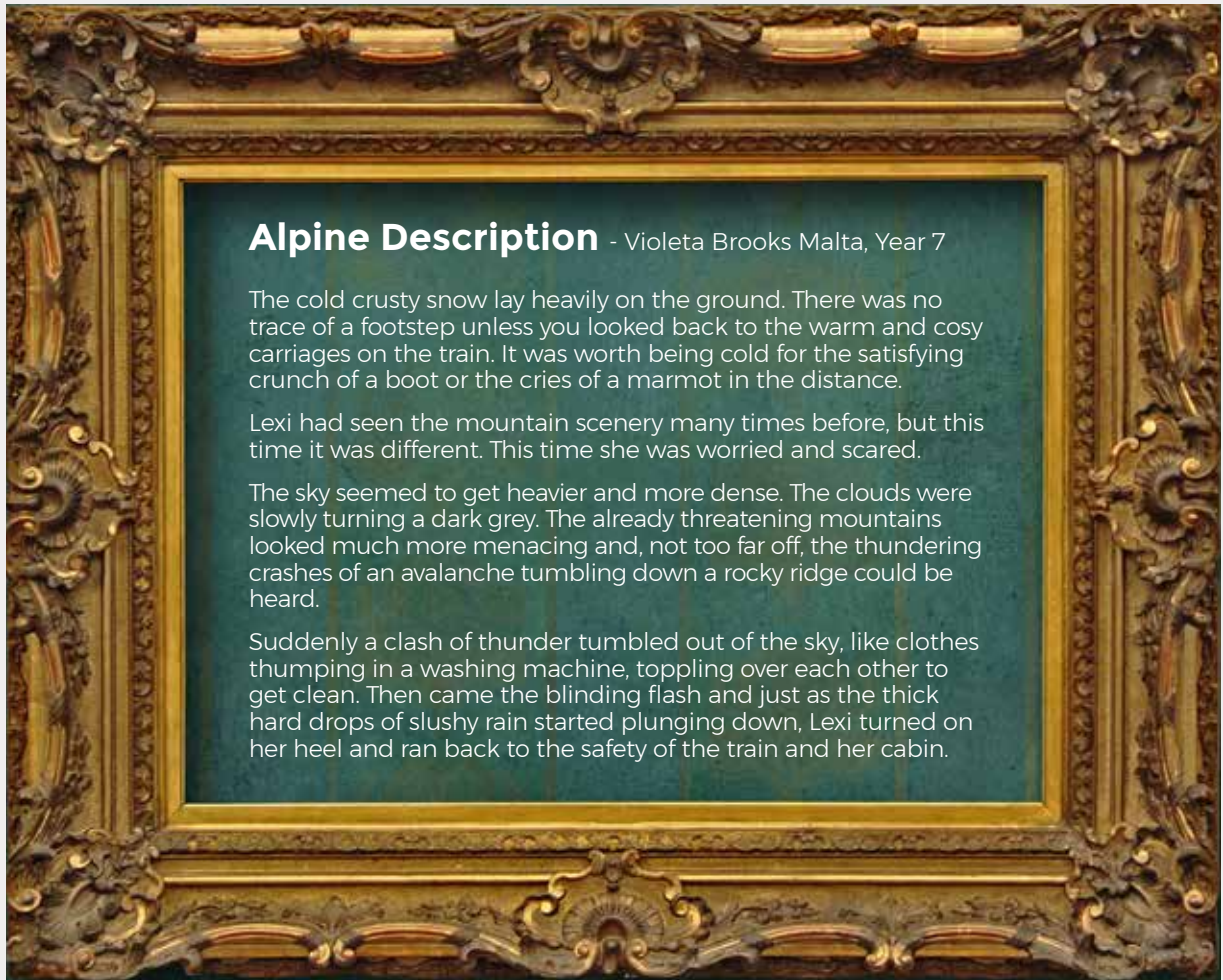
By Anokhi Batra, Year 7

Ophelia Swallow stepped out of the taxi, her black heels clicking onto the floor; she pushed back her long silky hair, matching perfectly with the black of her skirt. She slipped on her sunglasses to cover the grey of her eyes, and blended in with the crowd.

Quickly, she made her way over to the train that would take her to the station by the university. A man asked if she wanted to buy the newspaper and she politely declined. Her pale skin and thin body blended in, as usual, to the shouting crowd. What were they all yelling about? Even with her heels, Ophelia couldn't quite see over the mass of people, yet she heard snippets of what they were saying. Something about politics. She ignored the mob and walked past quickly.

She heard her friend Cordelia call her name, and saw her beckoning for her to come over. Ophelia had never seemed to want another friend; the one was enough, she felt. "The more people you trust, the more chance you will be betrayed by them", she had said when Cordelia asked why she didn't hang out with anyone else.

"Hello! Ophelia called, her elegant voice gliding over to where Cordelia waited. Together, side by side, they fell into rhythm and boarded the train.



Alpine Description - Violeta Brooks Malta, Year 7

The cold crusty snow lay heavily on the ground. There was no trace of a footstep unless you looked back to the warm and cosy carriages on the train. It was worth being cold for the satisfying crunch of a boot or the cries of a marmot in the distance.

Lexi had seen the mountain scenery many times before, but this time it was different. This time she was worried and scared.

The sky seemed to get heavier and more dense. The clouds were slowly turning a dark grey. The already threatening mountains looked much more menacing and, not too far off, the thundering crashes of an avalanche tumbling down a rocky ridge could be heard.

Suddenly a clash of thunder tumbled out of the sky, like clothes thumping in a washing machine, toppling over each other to get clean. Then came the blinding flash and just as the thick hard drops of slushy rain started plunging down, Lexi turned on her heel and ran back to the safety of the train and her cabin.

A Story of Anger - Charlie Oakden, Year 9

My small, reluctant eyes drifted open from the dreaded ring of my alarm clock. It was a Thursday. The time was five minutes past seven. School started in one and a half hours. Personally, I didn't see the point. Why trap teenagers in a room together, only for fools to be deluded into thinking they have a future?

Another ring spat from the tiresome, repetitive machine, only for my hand to slam down on it, pressing the sound away. With a tight grasp on my duvet, I tossed it aside. Red - it was all I saw. From my red carpet, to my red walls, to my desk and bed. With an exasperated sigh, I shoved my books in my bag and stormed downstairs.

My body twitched and slumped in my seat at the kitchen table, my cold hands snatching my phone from my pocket.

'Good morning!' a sickening voice chirped. My eyes snapped up, the red orbs rolling at the sight of my sister, Happiness.

'Yeah, hi,' I groaned, venom dowsing my words like gasoline.

'Why so glum?' she teased, cracking eggs as she made herself breakfast. 'No need to be angry with me.'

'Cut it out,' I growled, my vexation becoming animalistic.

A small string of laughter fell from her lips, her pink skirt swishing with every move she made.

'Oh, I'm sorry. I was only joking around,' Happiness

apologised, lacking the sincerity that would have relaxed me. Her long eyelashes batted while she cracked another egg.

Silence engulfed the large room, and it was a painful silence. The tight grip I had on my phone caused my rough knuckles to whiten. The world spun for a moment, but Happiness' toothy grin seemed to linger in my vision for much longer than I would have liked.

Minutes passed, lasting for years. My sister smiled so hard that wrinkles formed in the corners of her eyes. I waited for another endless minute, waiting for the world to stand still. But, alas, nothing stopped. I had entered the infinite circle of irritation, where all I saw was red. Red, like my room. Even when I shut my eyes.

I have never understood what I did to be Anger. I never understand why I was so destructive. Or why, when I am around, Happiness isn't happy, Excitement is bored and Pride is shy. I never understood why I could only be around Depression, Hurt and Insanity. Why, in a perfect utopia, was I dissatisfied? Because I didn't see the world as it was designed. I saw the pain, the suffering, I saw red.

I imagined life through my sister's eyes. Life where there was hope.

One where my sister understood how I felt.

And when I opened my eyes, I saw every colour; it was beautiful. My blue eyes glanced down, and I cracked another egg.

Extract from a Gothic story... - Holly Mulligan, Year 11 (inspired by The Woman in Black)

I sat up and blinked furiously, my eyes struggling to adjust to the steady, bright, orange flashes of light reflecting off the trees around my broken, torn-up car. I tried to escape, but there were shards of glass everywhere. A cold, gentle breeze blew through the smashed windscreen. I turned the warning light off and tried to prise my aching body out of the seat, carefully avoiding the sharp glass. I opened the battered door of my car and stepped outside. The tree was unharmed, as if nothing had happened.

I looked at the tunnel of looming trees that led to what seemed like an eternal darkness. Mist had almost engulfed the fields next to the forest, like a grey blanket. It felt like it was covering up secrets. Apart from the distant humming of the motorway, no noise came from the infinite forest, but I still called out for help; nobody replied.

I stood for a few minutes, listening to the wind rustling through the trees. A crack, and the crunching of leaves. It came from behind me. I quickly turned my head around: nothing.

It happened again; this time it was louder, and a cold, chilling wind blew in my face. I turned. There she stood. Or, should I say, it stood.

Her cold, dark, angry stare almost paralysed me. I felt like I couldn't move; I was petrified. For a split second, we broke eye contact, so I took the opportunity and bolted. Unfortunately, my legs still hadn't quite recovered from the crash, and they gave way, forcing me to the ground. She towered over me, her white, ghostly presence spine-chilling. She didn't say a word. Her long, white hair covered her face, though I could still make out her eyes, those menacing, evil eyes that bore into my soul. Her once elaborate clothes had been reduced to mere rags that hung limply over her frail, skeletal frame. Her skin had been stretched over her face so tightly that she looked almost inhuman.

She said nothing, simply standing there, as if waiting for me to speak. I slowly started to back away, praying that she wouldn't notice me move. But her icy stare returned and she moved closer. And closer.

An extract from a murder mystery novel - Cee Cee Pond Year 7

Madame Beaumont gazed out of the window at the glistening snow and majestic mountains, whilst eating her croissant. Everyone in the dining carriage looked uneasy after Saturday night's events; the guests were fidgeting with their napkins, waiters were dropping plates and there was an eerie silence, unlike the usual chattering.

She could immediately see that Dorothy and the butler were not there - Dorothy's chair was empty, her napkin unused and folded neatly, and her cutlery placed perfectly on the table. All the waiters were busily running around, taking orders and serving food, while the butler was nowhere to be seen.

Madame Beaumont soon found out why. They were arguing loudly down the corridor, Dorothy's hysterical voice shouting at the top of her lungs, and the butler's calm but confused voice in reply. Madame Beaumont leaned closer, the hairs on her chin almost touching the door. She could hear snatches of their conversation.

"That's outrageous!" Dorothy shouted.

"But madam, I do not understand!" the butler said, exasperated.

"How dare you suggest such a thing!"

There was silence for a few moments, then a loud smack echoed down the corridor, as Dorothy's hand cracked like a whip against his face.

Madame Beaumont could hear the butler's pounding footsteps as he ran to his sleeping car. The door suddenly slammed open, Dorothy's face white with fury as she strode into the dining carriage.

Madame Beaumont sat back in her chair and closed her eyes thoughtfully. She was sure she was the only person who had connected what they had just heard with Saturday night's terrible events.

Time Travel - Zara Islip, Year 9

Imagine travelling back through time
As life on earth was just beginning.

The clear deep blue oceans and frothy white rivers,
With mountain ranges on the horizon of an orange
pink sky.

Imagine meeting a roman emperor,
watching gladiators fight at the coliseum.
Navigating a chariot through the streets of
Rome, passing the gleaming white marble of the
Pantheon.

Imagine visiting a Tudor monarch,
Strolling boldly through Hampton Court Palace.
Banqueting in the private chambers of Henry the
eighth, Witnessing religious tensions as king then
queen reign supreme.

Imagine being present at the end of World War Two,
Waving flags on the street to celebrate Victory in
Europe day. Soldiers returning from battlefields to
rebuild their lives,
The bittersweet notion of freedom with devastation
and loss.

Imagine travelling forward through time,
Blasting off in a space craft to orbit the planets.
Technology so advanced that the universe has no
bounds, Whizzing through earth's atmosphere at
supersonic velocity.

Imagine meeting future generations,
Describing our present that is their past.
Recreating what was once a vibrant rainforest
overflowing with wildlife, Preventing a repugnant
dump crammed with waste and litter.





ECO SCHOOL

Queen's Go Green

We are delighted to have achieved the **Green Flag Award** this year, endorsed by **Keep Britain Tidy**.

The girls have shown enthusiasm and commitment to making positive change through their achievement of the accolade. They have demonstrated great initiative in taking the lead on reviewing the schools environmental performance and have designed their own projects to reduce the schools impact on the environment.

The school formed an eco-committee at the Senior School two years ago after the girls themselves became acutely aware of the climate change crisis we might face. Since then they have felt empowered to ensure change through taking action to mitigate the impacts of climate change.

The *Eco Committee* have shown high levels of leadership and responsibility throughout as they continue to evaluate each project and its success. Head of Geography **Miss Aldridge** mentors the *Eco Committee*. She said: "I have been so impressed by the girls who have worked independently to take steps on a variety of issues. Each time I see them they inform me of what they have been up to in their campaign to create a better future for everyone".

A group of students are currently working with *EA Technology* on their 'Road to Zero Project', which is a very exciting project aiming to make the science block carbon neutral through a range of strategies such as energy conservation and switching to renewable resources of energy.

Engineers from *EA* have been working with the girls to formulate and implement a programme that will deliver tangible results and benefits. The project group consists of **Lavinia Johnson, Bethany Norton, Phoebe Schofield, Anoushka Paymaster-Thatcher** and **Caroline Johnson**.

In December they stepped into the *Virtual Boardroom* to present their research findings and recommendations to the full Board of Governors. They adeptly answered questions posed by governors on their presentation, offering persuasive arguments on the pros and cons of their recommendation to drive Queen's forward to becoming a carbon neutral school.

Headmistress **Mrs Wallace-Woodroffe** said: "We are very proud to achieve this award and it is testament to the hard work of the girls who feel very strongly that we must all be doing our bit to reduce the impact of climate change. Empowering our girls to take the lead on projects such as 'Road to Zero' develops not only their research and analytical skills



1. Year 7 Eco club planting troughs to increase green space around school.
2. Lower School girls getting stuck into gardening.
3. Lower School girls learn all about why it is important to look after the environment.
4. Queen's achieved the Green Flag Award this year.
5. Green fingered at the Lower School.
6. Making wormeries provided lots of fun!
7. Eco club planting hedging outside the sports hall.
8. Students present Road to Zero findings to the Governors.



but also their confidence. As they step into our *Virtual Boardroom* to meet with stakeholders or present to Governors, this reaffirms their position to lead and shape the world in which they live." Another pressing issue is the loss of biodiversity, outlined by David Attenborough's documentary "*Extinction: The Facts*". In response to this, pupils in Years 7-9 have been working on improving the schools biodiversity and green spaces through planting vegetation to create a green wall which they are looking forward to taking shape over the coming years.

At the Lower School the girls have been getting involved in lots of activities as *Eco Champions* and the *Gardening Club* has been particularly popular. They have been planting seed potatoes, rhubarb and sewn some lettuce, runner beans, sunflowers, and beetroot. Year 2 have an 'eco champions' display in their classroom and they also linked their gardening to the '*Dig for Victory*' effort during WWII as part of their evacuee topic.





GIVING BACK

Extra-Curricular Clubs

We are proud to offer a varied extra-curricular programme during lunchtimes and after school, run by teachers, Sixth Formers or girls from the Senior School who have a particular interest in a subject.

During the pandemic we have continued to offer as much of the timetable as possible with girls at the Lower School enjoying a variety of clubs including two new editions – *Makaton Club* and *Debate Club*.

Lower School Clubs 2020-2021

Netball, Swimming, Lacrosse, Playground Games, Mandarin, Rounders, Computing Club, Brain Busters, Ballet, Makaton, Quiz Club, Eco Club, Queen’s Songbirds, Art Club, Athletics, Debate Club

Senior School students have also still been able to take part in an enriched timetable to extend their learning.

Senior School Clubs 2020-2021

Tennis, Debating, Eco Club, Running Club, Athletics, Karate, Rounders, Amnesty Club, International Club, Ukulele Club, Music, Puzzle Club, Drama Club, Breakout Room Club, Primary Sources, Holdich, MUN, Economics Club, Academic Discussion Group, Hockey, CCF, Just Dance, The THE Club, netball, Lacrosse, Spanish Translation, SAGA Club, Textiles, Chess Club, DoFE.

■ Duke of Edinburgh Awards

Despite the restrictions in place this academic year, our pupils have shown great resilience by completing their Award in such unprecedented times. We have had 34 completions of Bronze, Silver or Gold *Duke of Edinburgh Awards*. Even when faced with a national lockdown, our participants still managed to complete each section of the Award. The most difficult area to complete being the volunteering section. Our pupils have volunteered their time with such a variety of organisations this past year, such as charity shops, libraries, museums, sporting groups, zoos and animal sanctuaries. It has been impressive how everyone has worked selflessly to benefit others through their chosen volunteering activity. It is gratifying to see that the work undertaken by our pupils has benefitted a wide range of people of varying ages and needs across our region.

New skills have been gained in lifesaving, chess, drawing, cooking, learning to drive, to sing, to play the flute & piano. Acting, Drama and Theatre skills were





very popular amongst our participants, reflecting our talented community at Queen's.

Physical sections have included lacrosse, badminton, yoga, triathlon, fencing and rowing. It was fantastic to see the range of physical activities that our pupils participate in, such as climbing, ballet, ice skating, horse riding, hockey and karate.

At Gold level there is also the residential section where over the past 12 months Sixth Formers have taken part in NCS, the *National Citizen Service*, volunteered with wildlife projects in this country and abroad, contributed to the *World Scout Jamboree* and furthered their own learning at University summer schools.

It has also been a landmark year as we sadly marked the passing of HRH The Duke of Edinburgh. The Award has always allowed young people to evidence their commitment, resilience and depth of character through completing each section independently. As a newcomer to The Queen's School this year, I have been so impressed with the tenacity and work ethic of the girls who have completed and are continuing to work on the Award at each level. At the time of writing, there are many more girls who have signed up for the next level of the Award and I look forward to celebrating their achievements on their successful completion in the future.

Mrs Simpson

1. Raring to go on the Bronze DofE expedition.
2. Senior School Drama Club.
3. Smiling and proud on the Gold DofE expedition.
4. Getting creative in Lower School Art Club.
5. A line of leaders on the Gold DofE expedition.
6. Determined to succeed on the Silver DofE expedition.
7. Ready to take on the Silver DofE expedition.

Completers

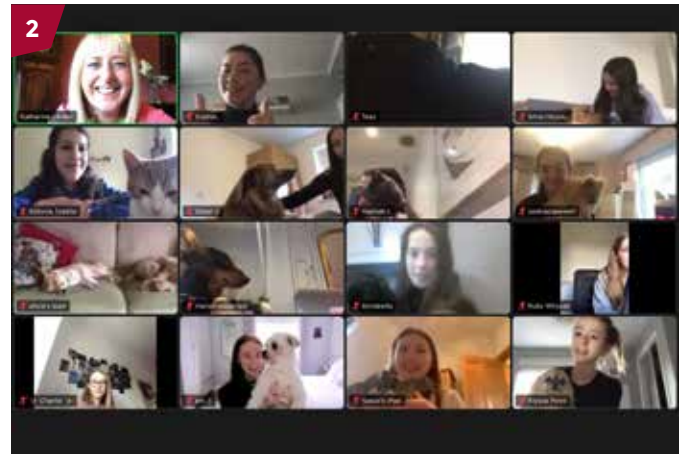
May 2020 – May 2021

Bronze: Libby Dawson, Megan Duffy, Orla Jervis and Macy Myddleton

Silver: Amy Agnew, Alexandra Audas, Leila Clarke, Madi Davies, Ava Dempsey, Megan Duffy, Emily Fagan, Jasmine Higby, Rebecca Kerridge, Alanna Lewis, Dorinda Lokko, Xanthe Lord, Malysa McGarrity, Phillippa Moss, Amelia Rodenhurst, Emma Shortall, Charlotte Underwood, Mariloe Wagenaar, Willow Waggott and Lucy Wilson

Gold: Sophia Aiello, Saskia Ball, Natasha Danby, Katelyn Harrington, Caroline Holland, Holly Illingworth, Emma-Louise Manicaro, Bethany Norton, Freya Rains and Phoebe Schofield





WELLBEING AND SUPPORT

Championing mental health and wellbeing

"I can be changed by what happens to me. But I refuse to be reduced by it."
 Maya Angelou

The true strength of The Queen's School lies in its resilience. This has never been more important or more evident that in the last year. Our community has not just borne the weight of lockdown but risen to its challenges and emerged stronger as a result.



Our pupils have shown remarkable strength of character in adapting to the challenges that have been thrown at them. They have continued to be each other's strongest allies, embracing technology and reaching across the physical divides to let each other know 'I'm still here, I still care'. They have continued to achieve; academically, creatively and physically, never faulting in keeping their eyes on the bigger picture of what *The Queen's School* is all about; that each individual is valued for their contribution to the community. *The Pastoral Team* have been filled with awe and wonder at the fortitude demonstrated by our pupils. Many have shown a mental toughness beyond their years as they have adapted to new ways of working.

At Queen's, the welfare of our pupils is a shared responsibility. A team of form tutors, supported by the extended pastoral leadership team maintained a focus on wellbeing throughout lockdown. There were a number of initiatives that were launched or were continued throughout lockdown including *The THE club* with Mrs Larder, the pupil-led *SAGA LGBTQ+ club*, Mrs Tunnicliffe's *QUEST* afternoons and coffee catch-ups. Lower School pupils enjoyed regular 'form catch ups'. These sessions provided an opportunity to play games and chat with their teachers and friends over zoom.

The THE (To help everyone) Club resumed in January as we went into another lockdown. We wanted to celebrate the return of remote learning and to welcome new and old members from Key Stages 3 & 4. A regular weekly club for fun activities, this proved to be a hit during the first lockdown and Mrs Larder wanted to raise spirits again. During January to March, *The THE Club* met weekly to have fun doing debates and quizzes and even food related competitions! Thanks to all the girls who participated, it was lovely and refreshing to run a club for different year groups altogether again and we had pupils from Years 7, 8, 9 and 10.

In February KS3 and KS4 forms took part in their own pet assemblies, where pupils brought their pet along and talked about how animals can help to



Head Girl Team Interview



It has been a very different experience for our Head Girl Team this year who as well as having to navigate through the uncertainty Covid-19 has brought to their academic lives, have also continued to represent their student body and support their peers.

We caught up with Head Girl *Anna Boyne* and Deputy Head Girls *Caroline Holland* and *Grace Bowen*, to get their take on a year like no other!

Q. How did you feel when you were announced as the new Head Girl Team?

Anna: When I was announced as the new Head Girl, I was really excited to see what I could give back to the school but I was a bit nervous when I realised how much responsibility it was and how much public speaking I'd have to do.

Caroline: I was really excited too, it was a bit nerve racking and we were just going into the first lockdown, so we didn't really know what was happening in terms of school and did not realise how much time we would spend doing remote learning. But yeah, I was still really excited.

Grace: I felt really nervous and excited but it was also a big honour because obviously other students had voted us in so it was really nice knowing that they thought that we could do a good job.

Q. With a lot of your term in office in lockdown, what has the last year been like for you and how as a Head Girl Team have you maintained your focus?

Anna: I proposed an Instagram account be set up for the Head Girls Team and the student Parliament. That actually became even more important when we went into a lockdown because we couldn't gather as a whole school community so it was a nice way to stay connected with the younger year groups.

Caroline: We spent a lot of time doing remote learning but I think the school gave us a lot of support to do that so we could keep going with our A-levels. As a Head Girls Team I think we stayed really focused and kept going with our goals, and just kept working on one thing at a time and zooming lots of people!

Grace: It was definitely challenging but the school did provide a lot of support for us when we were at home doing home learning. We also have a group chat as well where we can keep in touch with each other and what we are working on.

Q. Tell us about some of the things you managed to do during your year in office and in what ways did your plans have to adapt and change?

Anna: So I'd initially proposed a winter formal, I thought would be a nice way to build relationships with younger year groups if we were working together to plan a nice event that we were all looking forward to but unfortunately that just wasn't feasible due to Covid. Instead we looked at planning other events, so we organised an assembly to discuss experiences with disability which involved our alumni, which was really great.

Caroline: One of my proposals was to connect with girls coming into the school. Although we couldn't do that face to face, we adapted to make sure we still connected with them through lots of zooming and emailing. I feel really honoured to have connected with those girls coming into the school.

Grace: One of my goals was to distribute our extra food to the

homeless around Chester. Obviously that just wasn't feasible due to Coronavirus restrictions, but my aim was essentially to bring the school community together and I think that we did do that, especially during the first lockdown when we did some year group quiz nights over zoom which were really nice.

Q. What were the three most important things for you and what legacy did you want to leave?

Anna: I really wanted to make the work of the Head Girls and the Student Parliament Team more accessible, because I felt as a younger pupil, I didn't really have any idea of what the roles of prefects entailed. Launching the Instagram account and revamping the Firefly pages to make them more personal, allowed the younger girls to get to know us as individuals as well as the work that we do, which was a really important thing to me.

Caroline: I really wanted to expand on the community feeling. Obviously the Queen's community is already really strong but I wanted to create better links between year groups. Although the year groups have been isolated in their bubbles, the community does still exist and hearing about what people have done in their friendship groups, their forms and their year groups to keep going over lockdown has been really nice.

Grace: I hope to build on the community feeling as well, and promote a greater understanding of each other's differences and I think we really did achieve that with events like the disability assembly.

Q. What is your proudest moment?

Grace: Probably one of the things I'm most proud of is bringing the year group together and keeping in touch with everyone over lockdown. We were very active on social media checking in on everyone and I think that was really important to make sure that everyone was okay during what was a really tough time for us all.

Anna: Looking back, one of the things I'm most proud of achieving as Head Girl is really improving my public speaking skills. I did a couple of Virtual Open Days which meant I had to think on my feet, answering questions which was really quite intimidating especially since I couldn't really see the response we were getting over Zoom. I'm really proud of having got through that and gaining confidence in public speaking.

Caroline: I'm really proud of how the three of us kept going, I think it would have been quite easy to sort of let the role fizzle out and not do as much, but we carried on and kept going to achieve as many of the initiatives as we could.

Q. what would you say has been your biggest learning experience across the year that you will take away and will help you in the future.

Anna: The biggest learning curve for me has been that there's always a solution to things. COVID meant that lots of things

haven't been possible, but we always wanted to find a way of doing those things, such as our pantomime. We couldn't do this in front of the whole school as we would have normally with everyone together so we found a way to do it where everyone could watch at the same time and we created a film. We could even hear people cheering from the different classrooms even though we weren't in the same room which was amazing.

Q. What do you feel have been the positives of having to do things differently this year?

Caroline: A positive thing that's come out of this pandemic is that I have really learned to value my friendships and keep in contact with all my friends. Another thing has been for me to not overthink things too much. We have sent out a lot of videos and to start with I was really nervous thinking everyone's watching me and analysing me on their screens, but I've learned to sort of let go of that and just be myself in front of the camera and I hope that's paid off.

Grace: I've definitely learned to adapt in tricky situations that I've never been in before. The first lockdown really gave me a wakeup call with my organisational skills and that was really interesting and I definitely think it's prepared me for later life such as university.

Anna: One thing I found is that COVID has allowed things that we didn't think would be possible. For example, when we organised the assembly with alumni, it involved people from all around the country. In normal circumstances, coming to Queen's for them would have meant a day of travelling, maybe staying overnight, but with Zoom it was easy for everyone and really valuable.

Q. As the first Head Girls Team to have to undertake your role remotely – some might call you pioneers – what are you most proud of achieving and what have you enjoyed the most?

Anna: I'm really proud of the panto that we created in the year group. It was really great to let off some steam towards the Christmas holidays and get really creative with everyone inputting their own ideas.

Caroline: So although we had to undertake a lot of our role remotely we have been in school some of that time and it has been really nice to see the girls who we've spoken to via Zoom. Just to see them passing in the corridor and see them happy with friends and really integrated into the school community is really lovely.

Q. How has your role this year prepared you for the future?

Anna: I'd say confidence is a big thing that I've gained from my role as Head Girl. Sixth Form is such a big change, you're no longer being told what to do, it's more of a collective approach to things. Also talking in front of the camera and using zoom, which will be important in all of our careers in a few years' time, so that is probably the biggest thing I have gained.

Caroline: I'd say thinking on my feet and having to constantly find another solution to what we're trying to do. Dealing with so many different restrictions from COVID means we've had to change our plans quite a lot but we've always succeeded. I think the stuff we managed to do via zoom and remotely means it will be so much easier in the future to do that kind of thing in person.

Grace: I definitely think it's prepared me for the future as with that bit of extra workload we have to organise ourselves and plan our own time which I think will be really useful when we go onto university and then our jobs.

Q. The new HGT has just been announced – what would be your top tips for them?

Anna: I'd say have confidence in yourself. When I was first elected as Head Girl, even though I really wanted to become Head Girl, I still doubted myself and I thought, oh no, I think they've made a mistake. I would now say you have been put in that position for a reason, your teachers think you're capable, so do your peers so enjoy your time and try to channel your passions through your role.

Caroline: Work as a team and use each other, I think that is something that's really worked well between the three of us. If

someone doesn't have time the other two are always happy to step up and help, so don't try and do everything by yourself, use the whole team.

Grace: I definitely say keep communication with your year group flowing as they are there to help you, and you're there to help them. That's really important because you can bring everyone together especially because as it is your last year of school before you head off so that is really important.

Q. What do you wish you had known before you became part of the Head Girl Team?

Anna: I wish I'd been told that isn't a clearly set out role. You're not told necessarily what you have to do, you've got to make it your own, so choose how you will use your responsibility and your position.

Grace: It's not as big and daunting as people might think it is. You're still just a member of the school community and you're no higher or better than anyone else, but the respect is there. It's really nice to have been elected by your peers and know that people think you are capable of such an important role.

Q. Your time at Queen's is almost coming to an end. How would you describe your experience?

Caroline: I have really loved my Queen's experience - coming in at Year 7 and now leaving in Year 13 - it has been such a massive important part of my life, and something that I'll treasure forever. Queen's has really pushed me academically and I feel like I've really achieved my full potential, but also I have been supported pastorally and I've been involved in so many extracurricular activities that I have really enjoyed.

Anna: I agree with Caroline, I have felt really supported throughout my time at Queen's, and I'm really grateful for the wide variety of opportunities I've been given with my academics and my curricular activities as well.

Grace: I really appreciate the teachers, I think they're amazing, especially my A-level teachers, they've made me feel really independent and really supported me with my learning and I do feel very ready to go on to university now.

Q. As you are about to become our newest alumni, how valuable has the alumni connection network been to you?

Grace: The alumni connections have been really important to me because I was considering studying down in London and one of my teachers was able to put me in contact with a woman who left, and is now studying at the uni that I have accepted my place for. It was really helpful and important for me to talk to her about the differences between Queen's and university, what it was like adjusting to living in London and just what the university is like in general.

Anna: The alumni support system has been really important to me for both thinking about my career and University. I've chatted to girls from Queen's at the universities that I am considering to find out what they thought about moving from Chester and moving from Queen's to that university and what the city is like. Throughout my time at Queen's I've listened to many alumni talk about their careers and it's helped me narrow down what I think I'd like to go into - we have had lunchtime chats with the alumni and also the Prize Giving speeches have been really inspiring as well.

Caroline: I have really valued the strong alumni connections that we have at Queen's, they've really helped me find a path that I might want to go down. A few years ago I remember a speech from someone who went to Queen's and is now the ambassador in Moscow, which is just an amazing job, and it really made me think about if that was something I could go on to do. It's so incredible to think that in a few years I could be the one coming back and hope to inspire some people here.

Anna: Thank you so much to everyone in the Queen's community for voting is into office and also supporting us throughout the year.

Caroline: We've really enjoyed it and hope we've done you proud.

Grace: Good luck to Gigi, Lucy and Ava, not that you will need it! It's been an honour.

1. Lower School girls compete in Inter-House Biathlon.
2. A Lower School House meeting in the sun as girls plan their next set of activities.



HOUSE SYSTEM

Creating strong bonds

Our House system is an integral part of school life, creating a strong sense of community across the whole school. Each House is a family - they bring students across the school together working towards common goals, having fun with people in different years, learning from one another and, of course, having a good dose of healthy competition!

During the pandemic the Houses have proved invaluable in still enabling pupils in different years to mix and to work together. The House Leadership Team had to be very creative, finding new ways to keep in touch and to lift everyone's spirits during these unusual times. Their innovative approach to House meetings via *Zoom*, video messages and competitions run through *Firefly* have enabled us all to keep in contact with other years despite not being able to get together in person. In recent years we have married together the Houses of the Lower and Senior School so that the mythical, magical creatures of the Lower School Houses (Dragons, Phoenix, Griffins and Unicorns) are now linked together with their historical Senior School partners (*Hastings*, *Westminster*, *Thompson* and *Sandford*). This partnership has recently been further celebrated through a House logo competition at the Senior School where budding artists from all years fought to design a striking and powerful logo that incorporated the two elements of their shared House in their common colours. The winners then worked with a graphic designer to create a sense of whole-school unity across them and the results are truly inspiring. Keep your eyes open around both school sites as we will be using these bold and beautiful images more over the coming year.

The House system is entirely driven by the pupils, and they determine the direction and ethos of the Houses. Leadership begins at the Lower School where the Year 6 House Captains set challenges, games and tasks for their Houses throughout the school year. In October the House Captains at the Lower School were revealed after delivering speeches and being voted for by the Juniors. The girls got straight to work organising competition with *Phoenix* running an autumn photography themed competition, *Dragons* were challenged to design a dragon themed food, *Unicorns* had to design a Unicorn logo and *Griffins* had a Halloween themed competition to design a witch. Sporting events such as the *Inter-House Biathlon* and *Swimming Gala* also took place throughout the year. House meetings take place regularly and at the Senior School the Heads of Houses in Year 13 are independently planning and delivering assemblies, competitions and big events such as talent shows, summer fairs and sports day, for the whole school. This year, the Year 6 and 13 House leaders have started to meet, once a term. They talk about shared projects and a big focus for the next year is to have more shared ventures and opportunities for the pupils from Reception all the way through to the Sixth Form to meet and take part in fun and games together.



Senior School House Captains (left to right) *Hastings* - Freya Rains and Saskia Ball, *Westminster* - Hen Halligan and Anna Mills, *Thompson* - Amelia Rodenhurst and Ellen Pierce, *Sandford* - Phoebe Schofield and Imogen Owen

Lower School House Captains (left to right) *Dragons* - Naomi and Ela, *Griffins* - Dia and Jess, *Phoenix* - Rozi and Michelle, *Unicorns* - Amie and Becky





GIVING BACK

Expanding Queen's Community

Girls at Queen's are encouraged to give something back to society. Our values underpin everything we do as we believe that it is only through helping others that we can truly know ourselves.

This focus also helps to promote confidence and a wider sense of community, justice and fair play. Girls enjoy the sense of achievement that comes with reaching a fundraising goal, making a difference or simply making someone smile, and this, in turn, helps with their understanding of effort and reward. Pupils throughout the school participate in charity fundraising events and we support a wide range of causes. The charities we support are proposed by the pupils via the charity committee and events are organised by small groups, forms or the House system.

Before Christmas and with the country in the throes of the coronavirus pandemic, our pupils pledged to support the older generation by helping to raise funds for local charity, *Age UK Cheshire*.

After learning about the chronic loneliness that many older people experience at Christmas, the pupils decided to take action and made contact with the

charity. Hearing about the hard work that the charity does to help relieve the isolation and despair felt by so many people, the girls were inspired to get creative about their fundraising efforts.

The girls (and even a teacher or two!) filmed pieces of music, poetry, jokes and dance that were then used in a digital advent calendar with the charity revealing a new clip each day in the run up to Christmas and encouraging people to donate to help them continue their work. Over £1500 was raised from the campaign. Headmistress Sue Wallace-Woodroffe said: "Family, community, a genuine commitment to giving back and wanting to help others has always underpinned who we are and what we do at Queen's. So, as we entered into another lockdown where many people will feel alone or isolated yet again, we wanted to do something that would help bring awareness to *Age UK's* important message. This is part of a larger school initiative where we will be partnering with care homes and charitable organisations both in Chester and beyond to develop a long term relationship that sees our pupils from all year groups connect with people living in care homes and local residents to make a real difference in their lives."



1,2,3,4,5. Girls across the school loved making videos as part of our Christmas campaign with Age UK.



SPORT

Top performers

Despite the restrictions of the last academic year having a devastating impact on sport, we are proud to still be able to celebrate successes across the board.

The PE department ran a number of challenges throughout the year as part of their *Keeping Queen's Active* campaign, maintaining the health and wellbeing of all pupils. Sport is such an important part of our school community and we pride ourselves on ensuring all pupils take part in the range of options available to them. This year we have seen new floodlights installed for our outdoor facilities thanks to the fabulous support of *The Queen's School Parents Association (QSPA)*. These have and will make such a difference during the winter months.

■ **Virtual PE Challenges** - During our period of remote learning, we launched two virtual PE challenges to encourage pupils to be physically active outdoors. Our two challenges were: *The Sandstone Trail Challenge*, and the *Queen's Dee Adventure*.

The Sandstone Trail Challenge - The Sandstone Trail is one of the finest and most popular long distance walks in North West England, which has also been voted as one of "Britain's favourite walks" by ITV viewers. It runs from the ancient market town of Frodsham on the broad Mersey estuary, to the Georgian Whitchurch in rural north Shropshire and is split up into 7 sections, which we used as checkpoints for our challenge. To complete the challenge, we asked pupils to record the distance they covered during outdoor exercise to reach the checkpoints.



Darcie Quayle in Year 3 completed a lot of her Sandstone Trail on her horse.

Queen's Dee Adventure - The River Dee flows through parts of both Wales and England, forming part of the border between the two countries. Just like the previous challenge, we asked pupils to record the distance they covered when they did any outdoor exercise. Again, this could be done however they wished! When they reached a checkpoint, they logged it on our school system. A huge well done to all pupils who took part in one, or both, of our virtual PE challenges. Your efforts were simply fantastic!

Hockey - A range of hockey achievements this year that will see a number of our girls playing at a high level.

National League Hockey - **Lucy Wilson** (Year 12), **Lucy McBurney** (Year 12), **Hattie Canning** (Year 11), **Priya Kerfoot** (Year 10), **Miss Lytollis** and **Miss Jones** will all be playing National League hockey next season. What an achievement!

Tensworth Hockey Selections - The following pupils have been selected for *Tensworth Hockey Academy*. Year 9: **Emily Hunt** (who was also selected as 1st team captain), **Abigail Jeavons** and **Alexa Byrne**.

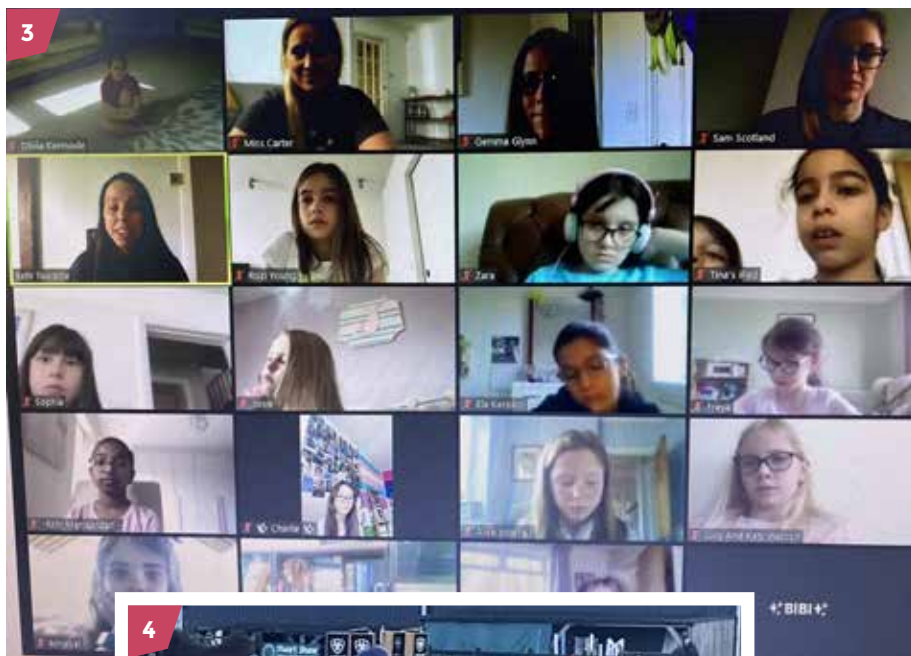
Year 8: **Alicia Johnstone**, **Lucy Mackay**, **Elena Lyons**, **Matilda Dempsey**, **Aster McCann** and **Francesca Barnes** (vice-captain).

Year 7: **Martha Kerfoot** and **Chloe Roberts**

Millie Webb in Year 11 has been selected for the *U16 Welsh Hockey Performance Squad*.

Netball - **Hana Wiley** in Year 9 has been selected into *Manchester Thunder U14s Academy* netball programme, along with automatic selection for *Cheshire Netball u14's Academy*.





1. Floodlights installed at Lower and Senior School thanks to the QSPA.
2. Year 8 girls selected for Tensworth Hockey Academy.
3. Alumni Beth Tweddle judged our virtual gymnastics challenge.
4. Queen's Equestrian team performed well on technical courses.
5. Y9 girls selected for Tensworth.



Hana's netball team also won their semi-final match in the *Sisters n Sport Cup*, putting them through to the final! Well done to all involved!

Equestrian - Queen's Equestrian Team competed on some very technical courses back in November. **Abigail Mulcaster** in Year 8 qualified for the *School's National Final* at Hickstead in May, where she will be representing *The Queen's School Equestrian Team*. **Lavinia Johnson** in Year 13, and her pony *Dublin*, won the *National Veteran Dressage To Music Championship*, with 78.46%, and the *Medium 61 Championship*, in Lincolnshire in November. Lavinia and *Dublin* also featured in the December edition of *Horse and Hound*.

Eva Tierney in Year 7 competed in the first qualifier for the *Brigante Equestrian Cup* in April. Eva came 2nd, qualifying for the final at Frickley Hall in September.

It's been a successful year for Year 13 pupil Lavinia Johnson, who also appeared in the December edition of *Horse and Hound*.



■ **Santa Dash** - In the run up to Christmas, Years 7-10 took part in a Santa Dash in one of their PE lessons. Pupils (and staff) came to their lesson in their best festive attire and demonstrated fantastic efforts. The girls completely threw themselves into our specially marked out (and sometimes extremely muddy) course, and great fun was had by all!



Inter-house Biathlon - In October, Years 3-6 participated in the *Inter-house Biathlon*, the event consists of a run and swim, distance depending on year group. The effort and determination from all girls was wonderful to see, they supported each other and each endeavoured to reach their personal best. Results are as follows:

1st - Dragons
 2nd - Unicorns
 3rd - Griffins
 4th - Phoenix

Year 3

1st - Sophie Reid-Entwistle
 2nd - Lily Johnson
 3rd - Sophie Hewitt

Year 4

1st Emily Singleton
 2nd Sara Lipinska
 3rd Alicia Morris-Yousaf

Year 5

1st - Alice Pownall
 2nd - Isabel Mackay
 3rd - Emilia Potocki

Year 6

1st - Sophie Mulcaster
 2nd - Isobel Singleton
 3rd - Jessica Owen

Inter-house Hockey - In April, Years 3-6 took part in the *Inter-house Hockey* tournament. The girls worked together playing small sided games of hockey to represent their houses. All year groups showed great levels of competitiveness and sportsmanship when participating.

1st - Griffins
 2nd - Unicorns
 3rd - Phoenix
 4th - Dragons

Inter-house Netball - Despite our disrupted Netball season this year, all the Juniors participated in the *Inter-house Netball* tournament in April. The girls played 7-a-side matches and all displayed great teamwork and enthusiasm. They drew on skills that they had learnt throughout the year to produce some impressive match play, demonstrating their competitive nature, determination and aptitude. Results are as follows:

1st - Phoenix
 2nd - Dragons
 3rd - Unicorns
 4th - Griffins

AJIS Cross Country - In November, Year 5 and Year 6 participated in the virtual *AJIS Cross-country* race. The event usually takes place at Rossall School, this year we marked out the mile race at the Lower School and it was fantastic to have huge numbers from both year groups participating. The top 5 times were put forward for each age group.

Year 5 came 2nd overall, the team consisted of: **Alice Pownall, Isabel Mackay, Katy Watson, Lauren Dandy** and **Emilia Potocki**.

Year 6 came 3rd overall, the team consisted of **Sophie Mulcaster, Jessica Owen, Harriet Pritchard-Bibby, Isobel Singleton** and **Alisa Romashova**.

We also had some outstanding individual achievements with **Sophie Mulcaster** (Year 6) placing 2nd and **Alice Pownall** (Year 5) placing 3rd. Congratulations to all girls!



1. Year 5 playing netball - great to get back to team sport!
2. Year 6 girls with their AJIS medals.
3. Year 5 girls with their AJIS medals.

- 4. Alisa Romashova flying high in tennis.
- 5. Girls enjoying some hockey at the Lower School.
- 6. Leah Roberts and Emma Hopkins in Year 10 raised over £1300 for charity.
- 7. Imogen Lowry in Year 4 ran 50 miles in February to raise money for the homeless.



Tennis - A huge well done to **Alisa Romashova** in Year 6 who continues to enjoy great success in her tennis despite the lockdowns. Alisa has been playing tennis since she was three years old and began her tennis performance journey at the age of seven after being recognised by Mark Hunter. Alisa has played more than 200 matches since her first tournament in 2018 and enjoys representing her club (*Widnes Tennis Academy*) in team tennis competitions. So far her team have won all their matches in the *Cheshire National League 2021* and she was also very happy to reach the final at *Cheadle Sports Club* recently. Alisa has been a member of the *Cheshire County team* for over two years.

Giving Back - A huge well done to **Leah Roberts** and **Emma Hopkins** in Year 10 who completed a 26 mile marathon walk in March, and raised over £1300 for *The Brain Tumour Charity* in memory of Leah's Dad. **Imogen Lowry** in Year 4 decided to set herself a

challenge to run 50 miles in the month of February and raise money for homeless people and families in need in Chester. Imogen decided having witnessed the extent of the homelessness that she would like to make a positive impact, having done little running of this nature before it was a great challenge for her. Imogen raised £377 for the *Share Shop* in Chester which supports families in crisis and homeless people by delivering hot drinks, food, sleeping bags and warm clothing. Their aim is to give comfort to people who have no place to call their own. We are immensely proud of you Imogen and your selfless act of kindness, well done!



Race the moon

This year, we teamed up with *Parkinson's UK* for their *Race the Moon Challenge*, in accordance with *World Parkinson's Day*. *Parkinson's UK* and *Race the Moon HQ* invited a global community of runners, riders, swimmers, wheelers and walkers, of all ages and abilities to unite and *#RaceTheMoon* throughout the lunar month of April. The aim was to move a mile or more for 28 days, raising £1 per mile. *Race the Moon HQ* set the target for the challenge of 1.45 million cumulative miles. Pupils were encouraged to participate in the challenge, tracking their own miles using the *Mileage Tracker*, and be sponsored through our very own *Just Giving* page. Congratulations to all who took part!



Thank you and Farewell

■ **Hannah Daniels** - Whoever was responsible for appointing Hannah Daniels as head of Religious Studies back in 2006, is owed a great debt of thanks by the school community. It would not have been possible to know then what an effect she would have on school life, but looking back over her tenure, it is abundantly clear that she was a force for good and carried people with her every step of the way. She has enthused countless pupils with the love of her subject and has always been at the forefront of innovative techniques to help them learn. Her role as the charity coordinator brought huge fun and a sense of community to the school with countless events organised, often requiring staff and pupils to dress up in costumes, to promote worthy causes. One memorable event was the leg waxing of a number of male teachers, not by Hannah herself - she did get a professional in, but that didn't make the experience any less painful for the teachers involved who had not thought to shorten the hair on their legs beforehand. Ouch! We think that something in the region of £100,000 has been raised during her time in this role, and this was done alongside the teaching and other roles that she embraced during her time at Queen's. In 2014, Hannah became the Head of Key Stage 3 and Head of Year 7 within the school. She was ideally suited for this pastoral role and so many pupils will have benefited from her care and devotion to their wellbeing. Everybody was treated with the same respect and this innate ability to provide comfort and assistance in difficult situations is a skill that has been essential, not only to the smooth running of the school, but also in modelling the type of behaviour and standards that we should all aspire towards. She also represented the welfare of staff on various committees and acted as the Staff Governor for a number of years, and was the unofficial staff ambassador for social activities!



Hannah had so many different roles that it is hard to put into words the amount of work that she got through in any single day or week. She was responsible for organising and delivering the weekly assemblies, which despite her protestations of the angst that these caused her, actually gave her a captive audience to try out her 'funny' lines. Another opportunity for this came in the annual cabaret evening, where she played the funny one in the double act that were rolled out each year to present the acts and don silly hats in an attempt to warm up the crowd - they didn't need warming up, they were there to watch their children. Helping out was what Hannah did and so alongside all the other roles she found time to attend all of the Christian Union weekends and helped out on a number of school trips; even if it meant flying, which causes her great anxiety. As school we are thankful that we were blessed with Hannah's professionalism and kindness and we wish her every happiness and success in her new role as the administrator and HR officer for the St. Asaph Diocese. We look back fondly on everything that she gave to our school.

■ **Charlotte Lytollis** - Charlotte joined us five years ago as our new Lacrosse Coach when she was on a gap year whilst studying for her degree at Loughborough University. During this year she was also selected to play for England in the World Cup where she won a bronze medal. After a successful year of coaching, Charlotte returned to



university to complete her degree. She then returned to The Queen's School the following year to re-take her role as Lacrosse Coach and inspired many pupils to take up the sport. She led one of her junior teams to achieve the status of north champions on two consecutive years and the Senior team to achieve silver medals at The National School's Lacrosse Championships in 2020. During her second year of coaching lacrosse, she decided to apply for teacher training and was accepted. This meant that in September 2019 she would be training as a PE teacher within The Queen's School itself under the guidance of Mrs Green as her mentor. Charlotte successfully completed her teacher training year and her Newly Qualified Teacher (NQT) year and will now be moving on to take up a PE teachers role at Newcastle Under Lyme School. We would like to thank her for her dedication to developing lacrosse at The Queen's School and being such a role model to so many young people. So many pupils have benefitted from her expertise and progressed onto many different performance pathways due to her nominations and excellent coaching. We would like to wish her the very best in her future career. Good luck Charlotte.

■ **Damian McKeown** - During his 12 years at The Queen's School, heading the ICT and then Computing Department, Damian has made a big impression on pupils and colleagues alike and will definitely be missed as an inspirational teacher, loyal colleague and friend.



Damian's careers didn't start in education. The first 12 years of Damian's career (1985-1997) were spent within the car manufacturer, Ford, where he worked as an electrical and later manufacturing engineer. He then did a similar role for a number of years with heavy plant vehicle giant, JCB. But a desire to try something new, and comments from those who knew him suggesting that he'd 'make a good teacher', triggered a career change via a PGCE at Edge Hill University. Engineering's loss was education's gain! Damian joined The Queen's School as Head of ICT in 2008. He very quickly settled in and started making his mark on the department. During Damian's time at Queen's, ICT education has changed dramatically. Damian has skilfully and enthusiastically navigated the department through the changes from ICT to Computing and then on to Computer Science. As well as creating a diverse computing curriculum, Damian has engaged pupils' interest in computing and programming outside the classroom. National and international competitions such as the Bebras Computational Thinking Challenge and Cyber Discovery have got students problem solving and thinking independently. Not to mention the number of pupils he has inspired to consider a future in Cyber Security, a growing sector for the modern age still woefully underrepresented by girls. There has been no such underrepresentation at Queen's, with Damian leading teams to the finals and semi-finals of the prestigious NCSC CyberFirst Girls Competition since its inception in 2017. Damian has been involved in so many parts of school life in his time at the school. As well as teaching computing he has supported teaching in the business studies department many times - putting those skills learned in industry to excellent use. He represented his fellow staff members standing on the Joint Consultative Committee (JCC) for many years - always happy to give up his time and views to support the continuous improvement of the school. I know that school trips have also been a highlight of

Damian's time at Queen's - from Dublin to Iceland to Bletchley Park where the volunteers at the National Computing History Museum were amazed to welcome so many budding female computer scientists on one trip - his enthusiasm and enjoyment of the trips has always meant the pupils enjoyed them too!

Arguably, amongst his most memorable moments will be Damian's performances with our very own staff band, *Mark Scheme and the Invigilators*. Singing lead vocals and strumming on his guitar. We are sure one thing Damian will miss is that little glimpse of stardom when the school is cheering along enjoying and supporting the band's sets at so many ends of terms.

Through all these adventures at Queen's Damian has also been a loving father and husband to his wife Lorraine. Damian's life changed in 2019 when Lorraine sadly passed away and with that Damian's plans for the future have changed and that change will take him away from The Queen's School family for now. But he will always be one of us at heart. He wants to try something new and we couldn't support him more. We wish Damian every success whatever he decides the future now holds and look forward to hearing all about it for a long time to come.

■ **Sarah Osborne** - Sarah has been the backbone of the Mathematics Department for over 30 years and has always been a source of support and encouragement in that time. Always generous with her time and expertise, Sarah has worked tirelessly to bring out the best in all of her pupils.



Her love of mathematics has been a significant influence on a great many pupils' achievements and her class's results were always excellent - a testament to the time and effort Sarah gave to ensuring the pupils' succeeded. As a valued member of the department, Sarah would happily lend an ear to listen to any problems or difficulties and would offer sage advice as a solution if necessary.

As a young, dedicated teacher, Sarah was the inspiration behind the very successful Year 8 Summer Adventure Holiday which involved taking almost the whole of Year 8 to the south of France by coach. Activities included rock climbing, windsurfing, sailing and white water rafting to name just a few. Many pupils have described this as 'the best trip ever' and there is no doubt that the staff involved would probably agree. The trip became a firm favourite on the school calendar and Sarah remained as the party leader for many years - only passing on the baton to other staff when she started a family. Talking of batons, not many of the current staff will know that Sarah was by far the fastest female sprinter (back in the eighties) and always successfully ran the anchor leg for Westminster house in the annual staff relay.

Sarah will be sorely missed having been at Queen's for so long (as a former pupil too!) but in retirement, Sarah will be enjoying spending much more quality time with her family and catching up with numerous former colleagues over coffee and cake.

■ **Nessa Owen** - We said a fond farewell to Nessa as we broke up for the Christmas break and she looked forward to her well-deserved retirement. After joining Queen's to 'help out' on the cleaning team for what she thought was just a 2 week stop gap Nessa quickly embedded herself into the school and served our community for a magnificent 24 years.



Nessa was renowned throughout the school for her bubbly and kind personality. A colleague who always made time to share a few words with everyone whether they were staff, student, parent or visitor. As an integral part of the team Nessa had many a word of advice from her years' of experience and selflessly supported those who needed it.

We will remember the joy and laughter we shared with Nessa as we wish her all the best as she enters this exciting chapter in her life's adventures, in particular spending quality time with her grandchildren.

■ **Audrey Warburton** - As one of our longest serving members of staff Audrey retires after an outstanding 49 years at The Queen's School!



In 1972 Miss MacLean was the first of six Headmistresses that Audrey worked along-side during her tenure at Queen's. As you can imagine during that time she has faced and worked through the many changes that six Headmistresses bring with them. One of the differences in 1972 was a home visit being carried out as part of the interview process however, Audrey wasn't happy with this arrangement and refused them entry through the front door! She remained steadfast and stoic throughout her career.

Audrey was also extremely dedicated, obviously to the girls but also the science building. Audrey spent all of her 49 years at Queen's working in the science building, literally getting into every single nook and cranny. Her commitment over the years is exemplary and with her retirement from the cleaning team we will miss her candour, reliability and work ethic to do the very best job she can to ensure a sparkling environment for the girls and staff. We wish Audrey the very best as she enjoys time spent with friends and family.

■ **Emily Wykes** - Emily has been at The Queen's School for five years. She was initially employed as a Netball Coach and has spent a lot of time practising at lunch time and after school for a variety of competitions over the years. Her role however developed further when she discovered her passion for teaching Lower School pupils. Emily has spent the past four years working in both sites with both the Senior School pupils and the Lower School pupils of which a significant amount of time has included both lockdowns where she worked as a classroom teacher for the key workers children. Emily has been an extremely popular member of staff with both staff and pupils and this experience has inspired Emily to apply for teacher training for September 2021. We are pleased to say that she has been successful and will be embarking on her official teacher training from September 2021.



We would like to thank Emily for her dedication in developing netball during her time at The Queen's School, so many pupils have developed their skill level because of her excellent coaching. We all would like to wish her the very best on embarking on her new career as a qualified teacher. Good luck Emily.

1 and 2. Students benefit from a wealth of experience and advice during our Alumni Lunches.



THE ALUMNI OFFICE



Connecting your past, present and future

■ Continuing Connections

We're very proud of how our programme of alumni working lunches, formal visits and lectures moved seamlessly online from March 2020, making full use of the virtual boardroom and our increasingly expert Zoom knowledge! Physical constraints in some ways meant the blossoming of virtual relationships, with significant numbers of alumni working from home willing and able to drop in to events 'at Queen's' in a way that they would never have been able to for real. The first of our Friday 'Zoom working lunches' focused on Business & Enterprise, with six alumni sharing stories of their time since leaving Queen's, their university journey and how they chose their degree subjects while giving practical advice to our Sixth Form girls. We then moved through four more career areas - Engineering & Science; the Creative Industries; Humanities; and Medicine, Healthcare & Vet - giving all our Year 13 and a good proportion of

our Year 12 students the opportunity to connect with alumni with similar interests and aspirations. So the Alumni Office's working relationship with the Careers Department goes from strength

to strength and in the spring we hosted Kriti Upadhyay '07 (inset) for a virtual advice and guidance session. Kriti studied Law at Oxford and then took her Master of Laws (Medical Law and Ethics) at King's College, London, and is now a barrister at Guildhall Chambers in Bristol. She gave lots of hints and tips to the girls, as well as offering to mentor individuals with their applications. As part of the Queen's Academic Lecture Series, we were delighted to welcome Rebecca Barritt '07. Becky took her degree in biochemistry and since then has worked at Liverpool University, and now works as a member of the education liaison team at Edge Hill University. Becky's lecture was interesting and highly interactive, asking her audience to suggest ideas about disease spread in cases such as the cholera that hit London in the 19th century.



■ **The Queen's Network (TQN) - Our official mentoring network, connecting alumni to each other**
Mentoring, application advice and business networking are long established as informal activities of the Queen's alumni community, but this year we've been able to formalise our networking through our interactive alumni database TQN. Here, alumni join in offering advice and support to other Queen's alumni and we use it as the basis for connecting girls to relevant career areas.



■ Queen's all our days - Personal connections via social media

But we've lost track of the number of personal connections made on our social media channels! From pleas for work placements to advice on moving to a new area, from requests for recommendations to help with translation, there'll be a Queen's girl who can help.

Email: alumni@thequeensschool.co.uk

News and events: www.thequeensschool.co.uk/alumni

Manage your alumni data: www.tqn.thequeensschool.co.uk

Keep in touch: www.facebook.com/groups/QSChesterAlumni

Network: www.linkedin.com/groups/4110738

Lower School Staff

SENIOR STAFF

Miss I J Carmody MSc Southampton, BA (Hons) South Africa, H Dip Education
Head of Lower School

Mrs K Morris-Yousaf BA (Hons) Warwick, PGCE Deputy Head of Lower School & Pastoral Lead

Mrs A Doheny BEd (Hons) Cantab
Head of Infants

Mrs G L Taylor BA (Hons) Sheffield Hallam, Manchester Met PGCE
Director of Studies & Year 6 Teacher

TEACHING STAFF

Mrs R Edwards BEd (Hons) Chester
Year 5 Teacher & Head of Maths

Miss H Shorrocks BA (Hons) (QTS) Bangor Year 4 Teacher & Extra-Curricular Co-ordinator

Mrs E Cummings BA (Hons) Sheffield Hallam PGCE Year 3 Teacher

Mrs S Lindop BEd (Hons) Cantab
Year 3 Teacher & RE Subject Leader

Mrs A Leighton BA (Hons) Nottingham Trent, Manchester Met PGCE Year 2 Teacher and Head of English

Mrs L Hall BA (Hons) MA Year 1 Teacher and Specialist Infant Music Teacher

Miss J Carter Sport and Exercise Science (Hons) Leeds PE Teacher

Mrs H Stockley BSc (Hons) University of Derby, PGCE IT Bangor, PGCE MMU
Head of Infant Sport

Mrs P Williams BEd (Hons) Chester
Specialist Science and Maths Teacher

Mrs D Lawson BEd (Hons) Bangor
Computing Teacher

Ms A Bartram BA(Hons) London
KS2 Form Teacher

LEARNING SUPPORT

Mrs J Maughan NVQ2 and 3, Advanced Dip. Teaching Children with SpLD
Worcester SEND Support Teacher

Mrs Z Morrey BSc (Hons) Chester, PGCE Special Educational Needs
Coordinator

TEACHING ASSISTANTS

Mrs V Fitzsimmons NVQ2 TA NVQ3 TA HLTA Welsh Assembly
Higher Level Teaching Assistant

Mrs H Long ASA Level 1 Art & Design
Staff & Swimming Teacher

Mrs H Singh BA MA Bundekhand (India) BEd Delhi Mont Dip
Teaching Assistant & Out of Hours Assistant

Mrs S Howell BA (Hons) Manchester Met, FdA Supporting Teaching and Learning, CACHE Level 3
Teaching Assistant & Out of Hours Supervisor

Mrs A Marshall Supporting Teaching and Learning NCFE Level 3
Teaching Assistant

MUSIC & DRAMA

Mrs J Childe Dip. Acting East 15
Speech and Drama Teacher

Mr M Whiteman BA (Hons) Birmingham PGCE Percussion Teacher

Mrs C Goodwin Violin Teacher

Ms B Elsby 'Cello Teacher

Mr M Reynolds Pianoforte Teacher

Miss J Dyson Flute Teacher

Mrs Freeman Pianoforte Teacher

Mrs Corlett Pianoforte Teacher

Miss Birch Guitar teacher

Ms Shibata Oboe Teacher

LOWER SCHOOL SUPPORT STAFF

Mrs K Jamieson PA to Head of Lower School

Mrs C Hardy Administrative Assistant

Mrs A Petrie Out of Hours Assistant

Mr M Chambers Caretaker

Mr B Williams Minibus Driver

Mr M Eaton Minibus Driver

Mr D Clarke Minibus Driver

Mr I Warrell Minibus Driver

Mr I Linton Minibus Driver

Senior School Staff

SENIOR SCHOOL STAFF

Mrs Sue Wallace Woodroffe
BSc (Hons) Edinburgh Headmistress

Mrs J Keville BSc (Hons) Queen's University Belfast, PGCE Deputy Headmistress

ART

Mr A Tucker BA (Hons) Bristol, PGCE
Head of Art

Mrs L Poole BA (Hons) Manchester Metropolitan QTS, GTP University of Chester Teacher

Mrs Z Tucker BA (Hons) Bristol, PGCE
Teacher

BIOLOGY

Mrs S Mahay BSc (Hons) Edinburgh PGCE (Head of Biology) Teacher

Mrs J Arthan BSc (Hons) Birmingham, PGCE Teacher

Dr J Threadgold BSc (Hons) Leeds PhD UMIST PGCE Teacher

Ms J Sellers BSc (Hons) Portsmouth
Biology Technician

CAREERS

Mrs J Dawson BA Open University, PGCE (Head of Careers) Teacher

CHEMISTRY

Mrs G Cox BSc (Hons) Durham PGCE (Head of Chemistry) Teacher

Mr D Cripps BSc Birmingham, MSc Huddersfield, PGCE Teacher

CLASSICS

Miss E Ellis MA (Oxon) PGCE Teacher

COMPUTING

Mr D McKeown BEng (Hons) Liverpool John Moores PGCE (Head of Computing) Teacher

Mrs J McKeirnan BA (Hons) London PGCE Teacher

DESIGN TECHNOLOGY

Miss S Fearnley BA (Hons) Liverpool
Design & Technology Teacher

Mrs S Parry BA (Hons) Chester
Reprographics and DT Technician

Mr S Hay BA (Hons) Bath University
Design & Technology Teacher

DRAMA

Mrs K T P R Larder BA (Hons) Huddersfield PGCE (Head of Drama) Teacher

Mrs J Band BA (Hons) Sheffield PGCE
Teacher

Ms A Southwell PGCE Bretton Hall
Speech and Drama Teacher

Mrs J Childe Dip. Acting East 15
Speech and Drama Teacher

ECONOMICS/BUSINESS STUDIES

Mr B Durkan BA Queen's Belfast, MBA, PGCE (Head of Economics / Business) Teacher

Mr D McKeown BEng (Hons) Liverpool John Moores PGCE Teacher

Senior School Staff continued

ENGLISH

Mr R Wilson BA (Hons) Oxford PGCE
(Head of Sixth Form) Teacher

Mrs L Garton BA Hons Queen Mary,
University of London, PGCE Manchester
University, MEd London Southbank
Head of English

Mrs J Band BA (Hons) Sheffield PGCE
Teacher

Mr J O'Meara BA (Hons) Dublin MA
Liverpool PGCE Teacher

Mrs K Jenkins BA (Hons) Dunelm PGCE
Teacher

Mr C Booth BA (Hons) Dublin City
Teacher of English

Ms S Bartlett Classics Teacher

GEOGRAPHY

Miss S Aldridge BSc (Hons)
Nottingham, MEd (Cantab), PGCE
(Head of Geography) Teacher

Mrs K Jones BSc (Hons) Lancaster PGCE
Teacher

HISTORY

Mrs N Tunnicliffe BA (Hons) Cardiff MA
Manchester PGCE (Head of History)
Teacher

Miss L Jones BA/Ed (Hons) Liverpool
PGCE (Head of Pastoral) Teacher

LANGUAGE CONVERSATION

Señora Ana Bosch MA University of
Deusto Spanish Teacher

Mlle C Royon BA (Hons) Liverpool
French Teacher

Mme E Lagarde Licence d'Anglais
University of Toulouse, PGCE
Manchester Met French Teacher

LEARNING SUPPORT

Mrs Z Morrey BSc (Hons) Chester, PGCE
Special Educational Needs Coordinator

LIBRARY

Ms G Mayes BA (Hons) Dublin MSc
Belfast MSc University of Wales Librarian
and Head of Year 11

MATHEMATICS

Mr I Magill MMath (Hons) Manchester
PGCE (Head of Mathematics) Teacher

Mrs K Whitwell BSc (Hons) Manchester
PGCE (Head of Year 9) Teacher

Mr C T W Godfrey MEng (Hons)
Sheffield PGCE Teacher

Mrs E Simpson BSc (Hons) Manchester
Maths Teacher

MODERN LANGUAGES

Ms L L P Whittam BA Beijing QTS
Teacher in charge of Mandarin

Miss I Ruiz BA (Hons) Seville PGCE
Teacher in charge of Spanish

Mme E Lagarde Licence d'Anglais
University of Toulouse, PGCE Manchester
Met Teacher

Mrs I Fernandez-Hughes MA Malaga,
PGCE University of Liverpool Teacher

MUSIC

Mrs J Healey BA (Hons) Salford PGCE
(Head of Music) Teacher

Mrs R Broome BMus(Hons) RWCMD
PGCE Teacher

Mrs L Clayton BA (Hons) Huddersfield
AVSD Vocal Teacher

Ms Shibata Oboe Teacher

Mr T Evans Woodwind Teacher

Ms E Whittaker GRNCM Violin and
Viola Teacher

Mrs M Scott Pianoforte Teacher

Ms B Elsby Cello Teacher

Miss J Dyson Peripatetic Flute Teacher

Mrs A Rushforth Music technician

Mr M Whiteman BA (Hons) Birmingham
PGCE Percussion Teacher

PERSONAL AND SOCIAL EDUCATION

Mrs J McKeirnan BA (Hons) London
PGCE (Head of PSHE) Teacher

Mrs K Jones BSc (Hons) Lancaster, PGCE
Teacher

PHYSICAL EDUCATION

Miss G Glynn BSc (Hons) Lancaster, PGCE
(Head of Sport and Fitness) Teacher

Mrs M Green BEd (Hons) Liverpool
Teacher

Miss E Wykes Netball coach and PE
technician Teacher

Miss C Lytollis (Lacrosse coach) Teacher

Miss N Jones Sports Graduate

PHYSICS

Mr J Sheldrake BSc (Hons) Hull Msc
(Eng) Liverpool (Head of Physics and
Teaching

and Learning Coordinator) Teacher

Mrs E Robinson BSc (Hons) Warwick
PGCE Teacher

Mrs Pam Steventon BSc (Hons) Exeter,
PGCE Teacher

Miss K Reid Physics technician

PSYCHOLOGY

Mrs C Hughes BSc (Hons) Chester
(Head of Psychology) Teacher

RELIGIOUS EDUCATION

Dr J Scherer BA(Hons) PhD Bangor MTh
Bangor PGCE Teacher

Mrs J Stone Part Time Teacher RS

SPEECH AND DRAMA

Mrs J Band BA (Hons) Sheffield PGCE
Teacher

Miss A Southwell MA Chester PGCE
Teacher

SUPPORT STAFF

- **Mrs S K Lockley** BA (Hons) Sheffield,
ACA Director of Finance/Clerk to the
Governors

- **Mrs C Butlin** Finance Manager

- **Miss R Davies** Accounts Assistant

- **Mrs S Topple** Accounts Assistant

- **Mrs R Meredith** Level 5 Diploma in
Human Resources Management
HR Manager

- **Ms A Lyons** Admissions Manager

- **Mr A Satchwell** Awarded Doctorate,
Essex School Counsellor

- **Mrs T Potter** Headmistress's PA

- **Miss A Austin** Administration Assistant

- **Mrs K Humphreys** Administration
Assistant

- **Mr P R Foster** CITP MBCS MCSE
IT Director

- **Mr G Blackwell** BSc (Hons) Teesside
IT Manager

- **Mrs J Archibald** BSc (Hons) Bradford
Director of External Relations

- **Mrs L Hughes** BA (Hons) Journalism
NCTJ Marketing Manager

- **Mrs C Holland** BA (Hons) Birmingham,
MA Georgetown USA PGCE Alumni
Officer

- **Miss JCR Bennette** BSc (Hons) Exeter
Public Examinations Officer

- **Mrs A Riley** Estates Manager

- **Mr P Roughsedge** Groundsman

- **Mr A Tresise** Caretaker

- **Mr S Monaghan** Caretaker

- **John Wilcock's** Caretaker

- **Ms M McDonald** Catering Manager

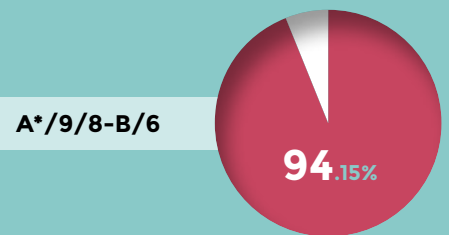
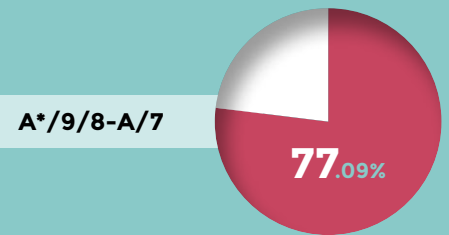
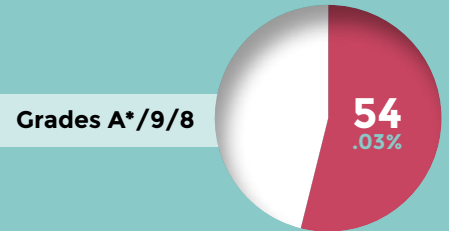


Results

GCSE Results 2020:

Subject	Entry	9	A*/9/8	A/7	B/6	C/5/4	%A*-E	%A-C
Art	13	5	9	4	0	0	100%	100%
Biology	54	21	38	6	9	1	100%	100%
Chemistry	54	19	30	9	11	4	100%	100%
Classical Civilisation	9	1	3	5	1	0	100%	100%
Computing	9	1	5	3	1	0	100%	100%
DT	20	2	11	7	2	0	100%	100%
Drama	18	6	11	3	4	0	100%	100%
English Language	66	11	32	19	10	5	100%	100%
English Literature	66	10	24	24	14	4	100%	100%
French	22	6	12	4	5	1	100%	100%
Geography	33	10	20	6	5	2	100%	100%
History	17	6	11	4	2	0	100%	100%
Latin	9	6	8	1	0	0	100%	100%
Mandarin	5	-	3	2	0	0	100%	100%
Maths	66	18	34	9	13	10	100%	100%
Music	23	8	12	5	4	2	100%	100%
PE	11	6	7	3	1	0	100%	100%
Physics	54	19	30	9	12	3	100%	100%
Religious Studies	25	8	14	9	2	0	100%	100%
Science								
(Double Award) *	12	0	1	9	9	5	100%	100%
Spanish	35	12	27	5	3	0	100%	100%

27.65% 54.03% 23.06% 17.06% 5.85% 100% 100%



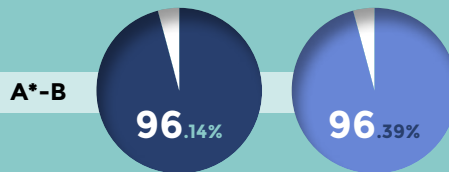
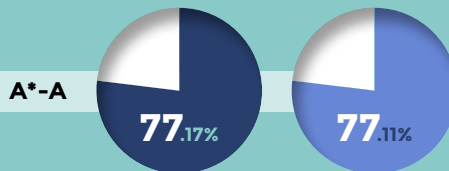
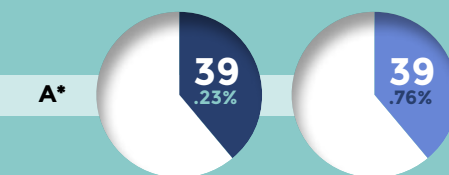
* For Double Award Science, there were 12 girls entered each being awarded two grades for a total of 24

A Levels 2020:

Subject	Entry	A*	A	B	C	%A-E	%A-C
EPQ	21	10	6	5	0	100%	100%
Art	10	6	4	0	0	100%	100%
Biology	15	6	5	4	0	100%	100%
Business	5	0	4	1	0	100%	100%
Chemistry	9	2	5	2	0	100%	100%
Classical Civilisation	2	1	1	0	0	100%	100%
Computing	3	1	2	0	0	100%	100%
Drama	4	3	1	0	0	100%	100%
Economics	2	1	1	0	0	100%	100%
English Language	7	2	3	2	0	100%	100%
English Literature	10	4	5	1	0	100%	100%
French	1	0	0	1	0	100%	100%
Further Maths	3	0	2	0	1	100%	100%
Geography	7	3	3	1	0	100%	100%
History	13	5	5	3	0	100%	100%
Latin	3	1	2	0	0	100%	100%
Maths	19	6	6	5	2	100%	100%
Music	2	1	0	1	0	100%	100%
PE	2	2	0	0	0	100%	100%
Physics	8	3	1	3	1	100%	100%
Psychology	6	2	2	1	1	100%	100%
Religious Studies	6	3	2	1	0	100%	100%
Spanish	8	4	2	1	1	100%	100%

EPQ as 0.5 39.23% 37.94% 18.97% 3.86% 100% 100%

Grade % (EPQ as 0.5) % (EPQ as 1)





Leavers' Destinations

Student	Institution Name	Course Placed	Year
Sophia Aiello	The University of Edinburgh	History and Economics	2020
Harriet Alexander	Gap Year		
Isabel Atlay	City, University of London	International Business with placement year	2020
Alexandra Barker	University of Birmingham	Psychology	2020
Tia Booth	University of Liverpool	Law	2020
Madeleine Canning	University of Cambridge, St John's College	History (Deferred place)	2021
Fenella Cowdell	University of Nottingham	Engineering and Physical Sciences with Foundation Year	2020
Natasha Danby	University of Leeds	Economics	2020
Katherine Dawson	University of Manchester	Modern History with Economics	2020
Nicole Edge	University of Leeds	Biology	2020
Georgia Eaton-Rennie	Gap Year		
Chloe Fahmy	Cardiff University	Medicine	2020
Carmen Garcia-Diaz	Manchester School of Art	Art Foundation Diploma	2020
Leah Cough	Gap year		
Megan Griffiths Tucker	Gap year		
Rosa Hall	University of Manchester	Modern Language and Business & Management (Chinese)	2020
Katelyn Harrington	University of Warwick	Cyber Security	2020
Katherine Hughes	University of Leicester	Computer Science (with a Year in Industry)	2020
Bethan Hughes	University of Manchester	English Literature	2020
Alison Hughes	UCL (University College London)	Anthropology with a Year Abroad (Deferred place. After an Art Foundation Diploma at Manchester School of Art)	2021
Alexandra Ibbetson	Newcastle University	History	2020
Holly Illingworth	University of Birmingham	Biomedical Science	2020
Hannah Jones	Newcastle University	Biomedical Sciences (Integrated Masters)	2020
Louise Kiely	University of Bath	Economics and Politics	2020
Melody Lewis	University of Cambridge, Sidney Sussex College	Modern and Medieval Languages	2020
Eleanor Lloyd-Brown	University of Birmingham	Engineering	2020
Emma Lunt	Bangor University	Law	2020
Beth Maloney	University of Liverpool	History	2020
Miranda Mason	University of Liverpool	Law	2020
Anna McBurney	University of Bristol	Geography with Study in Continental Europe	2020
Crystal Mok	Gap Year		
Khadeeja Mustafa	University of Sunderland	Medicine	2020
Sophie Paul	University of Liverpool	Therapeutic Radiography and Oncology	2020
Jodie Payton	University of Liverpool	Law with Criminology	2020
Eve Peterson	Gap Year		
Imogen Quadling	Gap Year		
Megan Rofe	University of Bristol	History	2020
Eve Rogers	Gap year		
Arina Romashova	Durham University, John Snow College	Natural Sciences	2020
Jasleen Sambhi	Imperial College London	Medicine	2020
Jada Sanyaolu	Leeds Arts University	Filmmaking	2020
Scarlett Spillane	Durham University, Grey College	Biological Sciences	2020
Sara Wahbi-Trius	University of Birmingham	International Relations with Spanish	2020
Louise Walker	Gap Year		
Thea Watts	Gap Year		
Abigail Wells Walters	University of Salford	Post Production and VFX	2020
Rachel Whitfield	University of Sheffield	Music and Modern Languages & Cultures	2020

Students Applying From 2018

Student	Institution Name	Course Placed	Year
Darcy Burnage	University of Liverpool	Biological Sciences	2020
Rosannah Cooper	Liverpool Hope University	Primary Education with QTS	2020
Charlotte Dodd	Birkbeck, University of London	Psychology	2020
Eira Fearnall	Cardiff University	Biomedical Science (inc. Professional Training Year)	2020
Katherine Williams	University of Cambridge, Newnham College	Classics	2020



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email: secretary@thequeensschool.co.uk www.thequeensschool.co.uk or write to: The Queen's School, City Walls Road, Chester CH1 2NN

Front cover by Sasha Audas / Back cover by Hen Halligan
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